REPORT RESUMES

ED 016 028 VT 000 693

LAW ENFORCEMENT OFFICER TRAINING, BASIC COURSE, UNIT II, INSTRUCTOR'S MANUAL.

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OHIO STATE DEPT. OF EDUCATION, COLUMBUS

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DESCRIPTORS- *TEACHING GUIDES, *TRADE AND INDUSTRIAL EDUCATION, *POLICE, *LAW ENFORCEMENT, ADULT VOCATIONAL EDUCATION,

INSTRUCTORS MAY USE THIS MANUAL IN CONDUCTING A TRAINING PROGRAM FOR INSERVICE LAW ENFORCEMENT OFFICERS AND RECRUITS. IT WAS DEVELOPED BY A STATEWIDE COMMITTEE OF STATE LAW ENFORCEMENT CONSULTANTS, SPECIALISTS, AND AN ADVISORY COMMITTEE AND WAS TESTED BY A SUBJECT-MATTER SPECIALIST IN PILOT-CLASS STUDY. THE TRAINING PROGRAM IS DESIGNED TO PROVIDE LAW ENFORCEMENT OFFICERS WITH A BETTER UNDERSTANDING OF THE MANY PROBLEMS INVOLVED IN PROVIDING GOOD LAW ENFORCEMENT SERVICES. THIS MANUAL CONTAINS THE TRAINING PROCEDURES WHICH MAKE UP THE LEARNER'S MANUAL (VT 000 692) AND THE TEACHING GUIDES FOR EACH PROCEDURE. EACH GUIDE CONTAINS TIME ALLOCATIONS AND INFORMATION FOR INTRODUCING AND PRESENTING THE LESSONS. THE FOUR STEP INSTRUCTIONAL METHOD OF PREPARATION, PRESENTATION, APPLICATION OR TRYOUT, AND CHECKING OR FOLLOWUP IS SUGGESTED FOR UNITS WHICH REQUIRE STUDENT PARTICIPATION. SOME OF THE 12 PROCEDURES, UNITS, ARE (1) DEALING WITH CIVIL COMPLAINTS, (2) HANDLING FIRE SCENES, TRAFFIC CONGESTION, AND SUSPICIOUS PERSONS, AND (3) ADMINISTERING EMERGENCY CARE--FIRST AID. THE INSTRUCTOR MUST BE A SELECTED AND TRAINED POLICE OFFICER. THE DOCUMENT IS ILLUSTRATED WITH LINE DRAWINGS AND PHOTOGRAPHS. THE 19 APPENDIXES INCLUDE ITEMS SUCH AS DIAGRAMS OF FORMATIONS TO DISPERSE GATHERINGS, DRAWINGS OF COMMERCIAL RESTRAINT DEVICES, ILLUSTRATIONS OF DEFENSE TACTICS, SAMPLE REPORT FORMS, TERMS COMMONLY USED IN CIVIL PROCESS SERVICE, AND SOURCES OF CRIME PREVENTION MATERIALS. THE UNIT-ONE LEARNER'S MANUAL (VT 000 689) AND INSTRUCTOR'S MANUAL (VT 000 690) ARE AVAILABLE. THIS DOCUMENT IS AVAILABLE FOR $2.25 FROM OHIO TRADE AND INDUSTRIAL EDUCATION SERVICE, INSTRUCTIONAL MATERIALS LABORATORY, THE OHIO STATE UNIVERSITY, 1885 NEIL AVENUE, COLUMBUS, OHIO 43210. (HC)

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LAW ENFORCEMENT OFFICER TRAINING

BASIC COURSE - UNIT II

Instructor's Manual

OHIO TRADE AND INDUSTRIAL EDUCATION SERVICE

VT000693

DIVISION OF VOCATIONAL EDUCATION
STATE DEPARTMENT OF EDUCATION
COLUMBUS, OHIO

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LAW ENFORCEMENT OFFICER TRAINING

BASIC COURSE - UNIT II

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Instructor's Manual

OHIO TRADE AND INDUSTRIAL EDUCATION SERVICE

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STATE DEPARTMENT OF EDUCATION
COLUMBUS, OHIO

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MEMORANDUM

TO: The ERIC Clearinghouse on Vocational and Technical Education
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DATE: October 2, 1967

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Preface

The State Department of Education has been instrumental in providing training in skilled and technical occupations to the citizens of Ohio since 1918, through the Trade and Industrial Education Services, Division of Vocational Education.

Training in trade and industrial education enables individuals, both male and female, to prepare for initial employment in trade, technical or service occupations. In addition, it enables employed workers to upgrade themselves and advance in their chosen occupations, and retrains those who are temporarily unemployed.

In the adult category, special emphasis is placed on training for public service personnel, such as fire fighters, rescue and emergency personnel, school bus drivers, custodians, hospital housekeepers, electric linemen and law enforcement officers. The purpose of this training is to upgrade the services rendered to the citizens of a community by improving and providing additional skills and/or knowledge, thereby resulting in more efficient and effective services

The cost of crime and traffic accidents, including the human suffering resulting therefrom, is an enormous waste of every community's resources. A well trained and efficient law enforcement officer is probably the most effective means of reducing this human toll and suffering.

The Law Enforcement Training Program of the Vocational Trade and Industrial Education Services in Ohio is intended to provide training to officially designated law enforcement agencies. The purpose of this manual is to supplement this organized training program planned to provide the law enforcement officer with the skills and technical knowledge essential in carrying out his duties. It outlines methods of effective operation which will enable each officer to recognize the importance of his position within the law enforcement agency and to stimulate the officer in performing his service with pride.

The Law Enforcement Officers Training Program and this publication are provided through the cooperative efforts of the Trade and Industrial Education Services. Vocational Division, State Department of Education; College of Education. The Ohio State University; and the public schools of Ohio.

E. E. Holt, Superintendent of
Public Instruction

Byrl R. Shoemaker
Director of Vocation Education

Foreword

The Law Enforcement Officers Training Program was developed by the Trade and Industrial Education Services, Division of Vocational Education, to meet the needs expressed by the Buckeye State Sheriffs' Association and the Ohio Association of Chiefs of Police, for an effective training program.

This training program is designed to provide law enforcement officers with a better understanding of the many problems involved in providing good law enforcement services. It presents practices which have been used successfully in organized training programs in various sections of the country.

In former years, law enforcement services were primarily concerned with enforcing a few state and local laws, controlling a comparatively small number of vehicles, and effecting the arrest of local violators. New officers were often placed on duty without receiving adequate training, necessary supplies and equipment. This frequently resulted in ineffective law enforcement services. Fortunately today, ineffective practices are not as prevalent as they once were. The recent increase in the number and variety of laws, increase of ownership and use of vehicles, the growth of urban areas, and the demands of a better educated public has led Ohio to recognize the need for training in the knowledge, skills and services of a specialized nature. The Ohio Law Enforcement Officers' Training Program should help communities provide more effective and efficient law enforcement services.

The objectives of this training program sponsored by the Trade and Industrial Education Services are as follows:

1. To determine local, county, regional and state needs and to implement a program to adequately meet these needs on a continuing basis
2. To improve the competencies and skills of local law enforcement

The state supervisor and the law enforcement training staff within the Trade and Industrial Education Services utilized a State Law Enforcement Advisory Committee in order to determine the previously mentioned objectives; the principles and policies for the law enforcement training program; and the manner in which it is conducted in Ohio. This advisory committee is composed of representatives from The Buckeye State Sheriffs' Association and The Ohio Association of Chiefs of Police, Incorporated.

A comprehensive training program for law enforcement officers is being implemented. The following types of training are now available:

- Basic Training
- Advanced Training
- Regional Law Enforcement Institutes
- State Law Enforcement Institute
- Arson Investigation
- Officer Leadership Training:
  - Instructor Training
  - Conference Leadership
  - Effective Speaking
  - Human Relations
  - Job Methods

The intent of this manual is to provide the necessary instructional material, which will serve as an up-to-date and comprehensive source of information, covering the practices and techniques of the procedures included in the Basic Course - Unit II Instructional materials of this type are the key to conducting an effective and efficient training program.

It is our sincere desire that law enforcement officers throughout the state will realize the ultimate benefits to be gained in the organized state training programs utilizing this manual and its procedures.

Harry F. Davis, Supervisor
Trade and Industrial Education Services

Acknowledgment

The Trade and Industrial Education Services acknowledges the cooperation and contributions made by the various persons in devoting their time, and giving advice and council in the development of this manual.

Special acknowledgment is extended to the members of the State Advisory Committee for Law Enforcement Training, and to the two statewide organizations which they represent, for their encouragement and assistance in the development of this material and the overall training program. Members representing the two organizations and consultants to the committee are as follows:

The Buckeye State Sheriffs' Association
    Mrs. Mary Ross, Executive Director, Columbus, Ohio
    Sheriff Doug Ziegler, Defiance County
    Sheriff Stacy Hall, Franklin County

The Ohio Association of Chiefs of Police
    John Shryock, Chief of Police, Kettering, Ohio
    Fred Engelman, Chief of Police, Reading, Ohio
    Wayne Ethell, Chief of Police, Findlay, Ohio

Consultants to the committee
    Harry Davis, Supervisor, Trade & Industrial Education Services
    Frank Oliverio, Assistant Supervisor, Trade & Industrial Education Services
    Dr. Robert M. Reese, Director, Trade & Industrial Education Services, The Ohio State University
    Dr. Byrl R. Shoemaker, Director, Division of Vocational Education, State Department of Education, Columbus, Ohio
    Robert S. Takacs, Consultant, Law Enforcement Training
    Harry L. Smith, Specialist, Law Enforcement Training

Acknowledgment is extended to the various associations and companies who granted permission for use of certain of their materials, as acknowledged by courtesy lines in the Appendix.

Special credits are extended to Robert S. Takacs, Consultant, and Harry L. Smith, Specialist, Law Enforcement Training staff, Trade and Industrial Education Services, for the development of the content and to Dr. Robert M. Reese and the

Instructional Materials Laboratory, The Ohio State University, for developing the format and the organizational pattern of the material.

Special mention is extended to the staff of the Instructional Materials Laboratory for their efforts in the composition and production of this manual.

To the Instructor

This Law Enforcement Officer Training, Basic Course-Unit II is contained in two publications, namely, the Learner's Manual and the Instructor's Manual.

This Instructor's Manual contains the training procedures which make up the Learner's Manual, and in addition the teaching guides for each of the training procedures. In this manual the training procedures are contained on the left side pages (even numbered pages) throughout the manual and the teaching guides on the right side pages (odd numbered pages). Therefore, this publication contains both the learner and instructor material. The teaching guides have been developed to serve as a teaching plan and to provide additional ideas and methods for you in instructing the course. They will be an indispensable aid to the new instructor and of great help to the experienced instructor in guiding the instruction.

THE STARTING POINT

The training procedures, contained in the Basic Course-Unit II, are very basic and fundamental. Therefore, all of the procedures must be covered completely in this first course. Only in this way, with the complete coverage of these training procedures, can your instruction result in maximum value and benefit to the learner.

PROPER PREPARATION

In teaching the content of each training procedure the "Four Step Method" of Instruction, as taught to you in the instructor training course, should be utilized. As pointed out in each teaching guide under the heading of Presenting the Lesson, you are reminded as follows: "In presenting each teaching unit in a procedure which requires student participation, follow the Four Step method, namely: Preparation Step; Presentation Step; Application or Tryout Step; and Checking and Follow Up Step (as illustrated on page xii of this manual). Utilizing this method of instruction will result in the best possible teaching.

In group instruction it is recommended that you give consideration to the following:

- The instructor should provide the necessary materials, equipment, and supplies.
- Introduce the lesson (Step I) in an interesting and inspiring manner.

- Present the lesson (Step II) utilizing the teaching aids as listed in each teaching guide, and any others, such as, movies, charts, models, cutaways, and etc., which will assist in effectively teaching the content. Each instructor is encouraged to develop teaching aids for their instructional use.

- Have learners perform and practice (Step III) each procedure immediately after each demonstration, as indicated in the teaching guide.

- Check and follow up (Step IV) each participant as he performs the procedure taught.

THE CLASS SESSION

The class session should run smoothly and follow a definite, pre-arranged pattern or plan. The following method has proven quite successful:

- ► Take attendance and make announcements.

- ► Introduce and present the lesson from the Instructor's Manual. Follow the step-by-step procedure to insure complete coverage of all key points.

- ► Have learners participate by practicing those steps or skills indicated in the teaching guide. Caution: Do not devote excessive time to this, so that sufficient time is available for presenting balance of lesson.

- ► Answer learner's questions and discuss items not clearly understood.

- ► Announce topic for next class session and make assignments, as appropriate, including any necessary materials or equipment the learners are to bring to class.

KEY FOR USING THE INSTRUCTOR'S MANUAL

The teaching Guide portion of this Instructor's Manual is keyed for your convenience and to readily assist your instruction. In addition to the information given and the suggestions for its presentation, space has been provided in the right margin of each Teaching Guide for you to "pencil in" notes. Such notes will assist you immeasurably in elaborating and adding clarifying information of your own. The keying of the Teaching Guides are as follows:

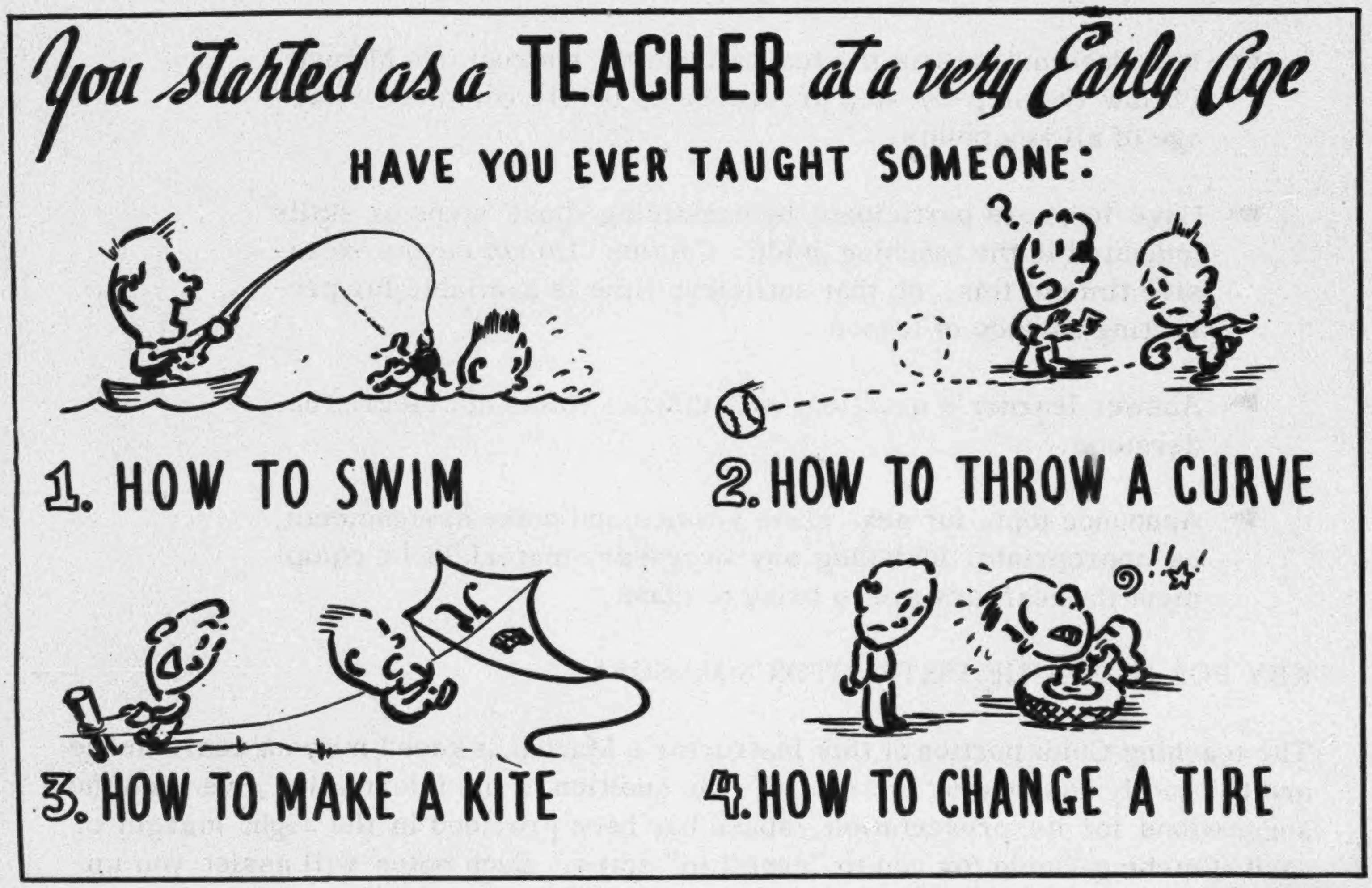
Plain typing	-	Instructor says in his own words
Italics	-	Instructions to the instructor

CAPITALS - Key words such as EXPLAIN, SHOW, etc.
"Quotation marks" - Definitions to be read verbatim
Material in box - Place on chalkboard or chart pad

Please note the decimal system employed to "key in" each teaching point in the Teaching Guide with the corresponding Key Point or Step in the Training Procedure. In almost every case the teaching point will be horizontally across from the Key Point or Step to which it relates.

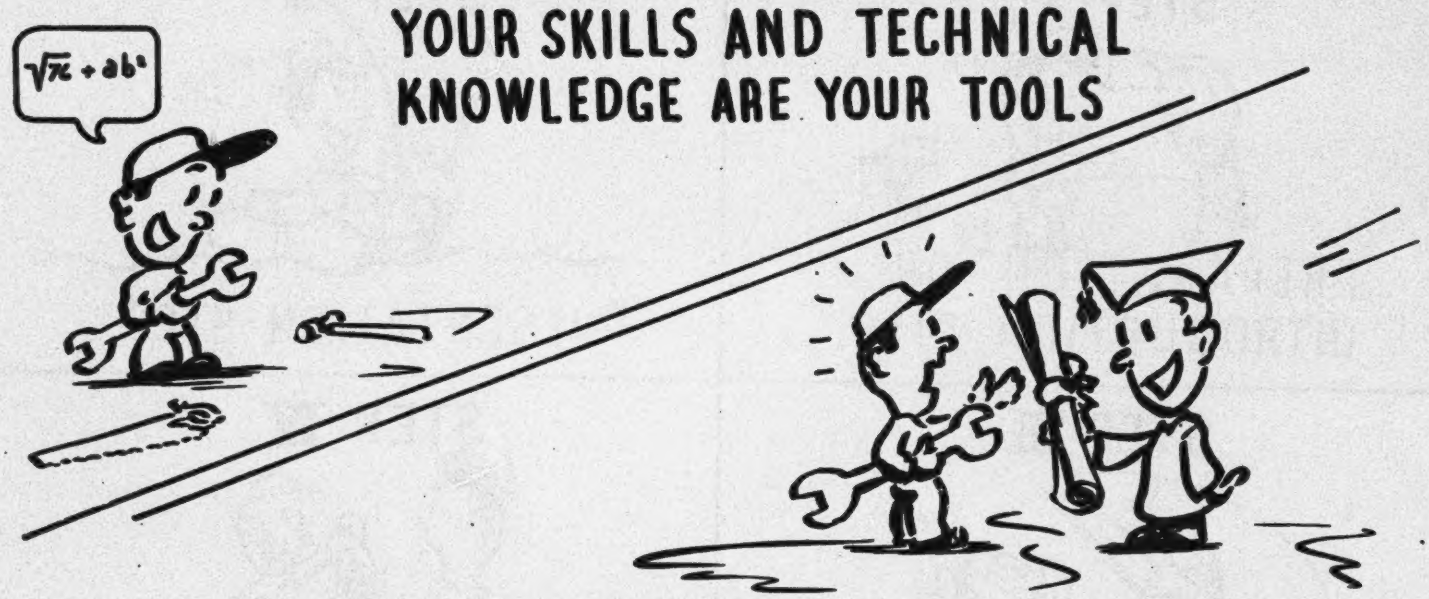
SUGGESTIONS FOR TEACHING

LEST WE FORGET the suggested effective teaching methods learned in the instructor training course, the following series of self-explanatory cartoon illustrations will remind you of "what it takes" to do an effective job of teaching. Even the experienced instructor will want to review these reminders from time to time and the new instructor should study them in detail. An attendance record is also included, which is supplied to the instructor in the instructor training kit for each class he will teach.


You started as a TEACHER at a very Early Age
HAVE YOU EVER TAUGHT SOMEONE:
1. HOW TO SWIM
2. HOW TO THROW A CURVE
3. HOW TO MAKE A KITE
4. HOW TO CHANGE A TIRE

TEACHING *as a* NEW JOB

YOUR SKILLS AND TECHNICAL KNOWLEDGE ARE YOUR TOOLS



TO YOUR SKILLS AND TECHNICAL KNOWLEDGE YOU SHOULD ADD THE TOOLS OF TEACHING.

THE INSTRUCTORS *Personal* QUALITIES

SOME PERSONAL QUALITIES

1 PERSONAL APPEARANCE

2 COURTESY
3 SELF CONTROL
4 TACT

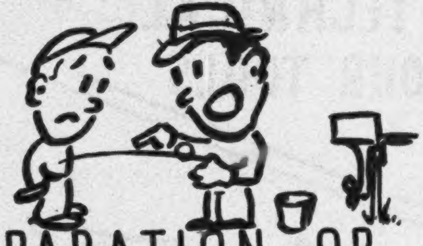
5 VOICE
6 SPEECH

7 CHEERFULNESS
8 ENTHUSIASM

YOUR PERSONALITY REFLECTS YOUR PERSONAL QUALITIES

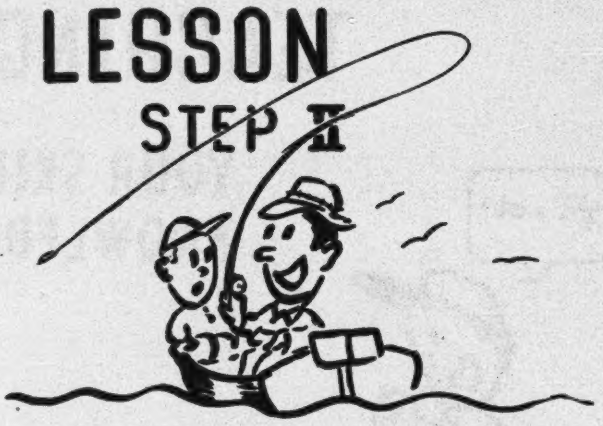
The FOUR STEP LESSON

STEP I



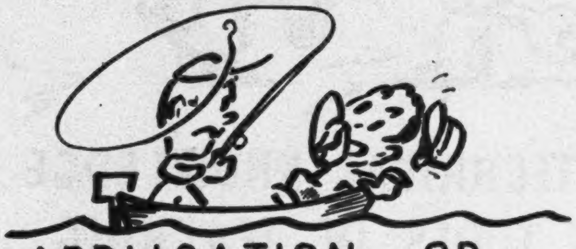
PREPARATION OR
INTRODUCTION STEP.

STEP II



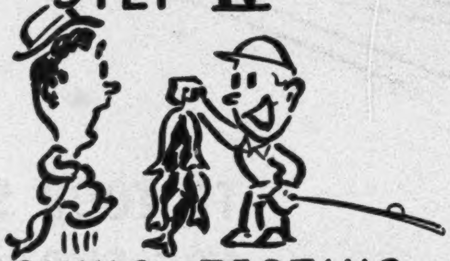
PRESENTATION STEP.

STEP III



APPLICATION OR
TRY OUT STEP.

STEP IV



CHECKING TESTING
and FOLLOW UP STEP.

KINDS OF *Oral* QUESTIONS

INFORMATION QUESTIONS– *call for information.*

Example: *What materials are used in this extinguisher, John?*

THOUGHT QUESTIONS– *require thinking and judgement.*

Example: *Why is it dangerous and unsafe to use a soda acid extinguisher on an electrical fire?*

SUGGESTIVE QUESTIONS–*suggests answer "yes" or "no" or directs thinking.*

Example: *Is it true that this extinguisher derives its name from the fact that soda and acid are used to charge it?*

Example: *Now since we have taken care of the soda solution, what else goes in the shell?*

COMPARISON QUESTIONS–*calls for all kinds of comparisons.*

Example: *Compare stellite and high speed steel as a cutting tool.*

Methods OF ASKING QUESTIONS

THERE ARE TWO METHODS:

1 **DIRECT** ***Directed to a member of the class; ask question first, direct it last.***

Example: How many degrees are there in a right angle, *John?*

---

2 **OVERHEAD** ***Directed to the entire class.***

Example: Why is it necessary to lubricate the dead center of a lathe?

DIRECT METHOD

Advantages:

1 *Stimulates thinking of all members of the class.*
2 *Tends to strengthen group control.*

Disadvantages:

1 *Tends to slow up the lesson.*
2 *Tends to destroy confidence of timid learners.*

OVERHEAD METHOD

Advantages:

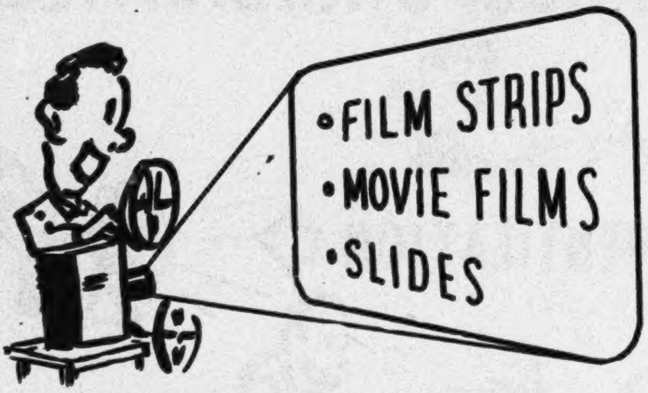
1 *Tends to speed up the lesson.*
2 *Ideal for preparation step.*

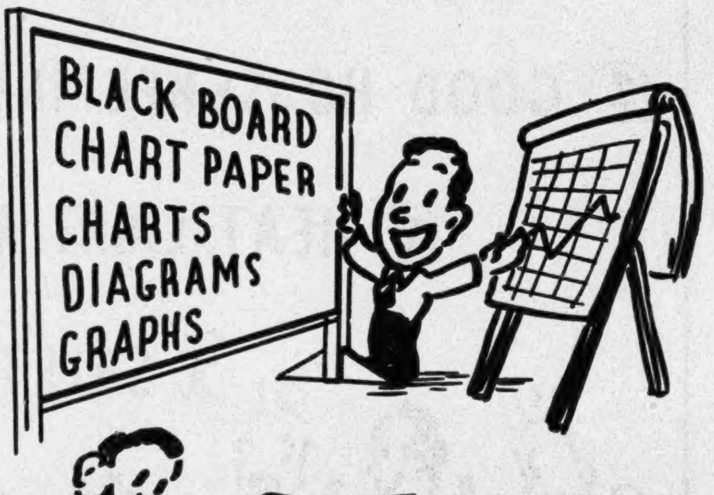
Disadvantages:

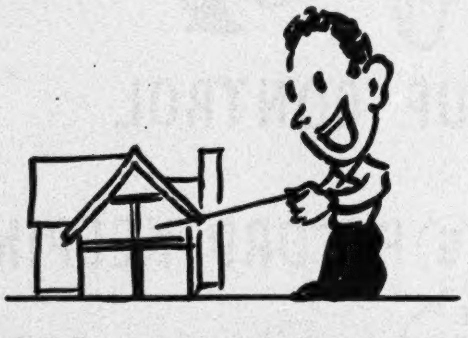
1 *Tends to destroy group control.*
2 *Discourages thinking of less diligent learners.*

FOLLOW THE RULES ON ORAL QUESTIONS

TEACHING AIDS



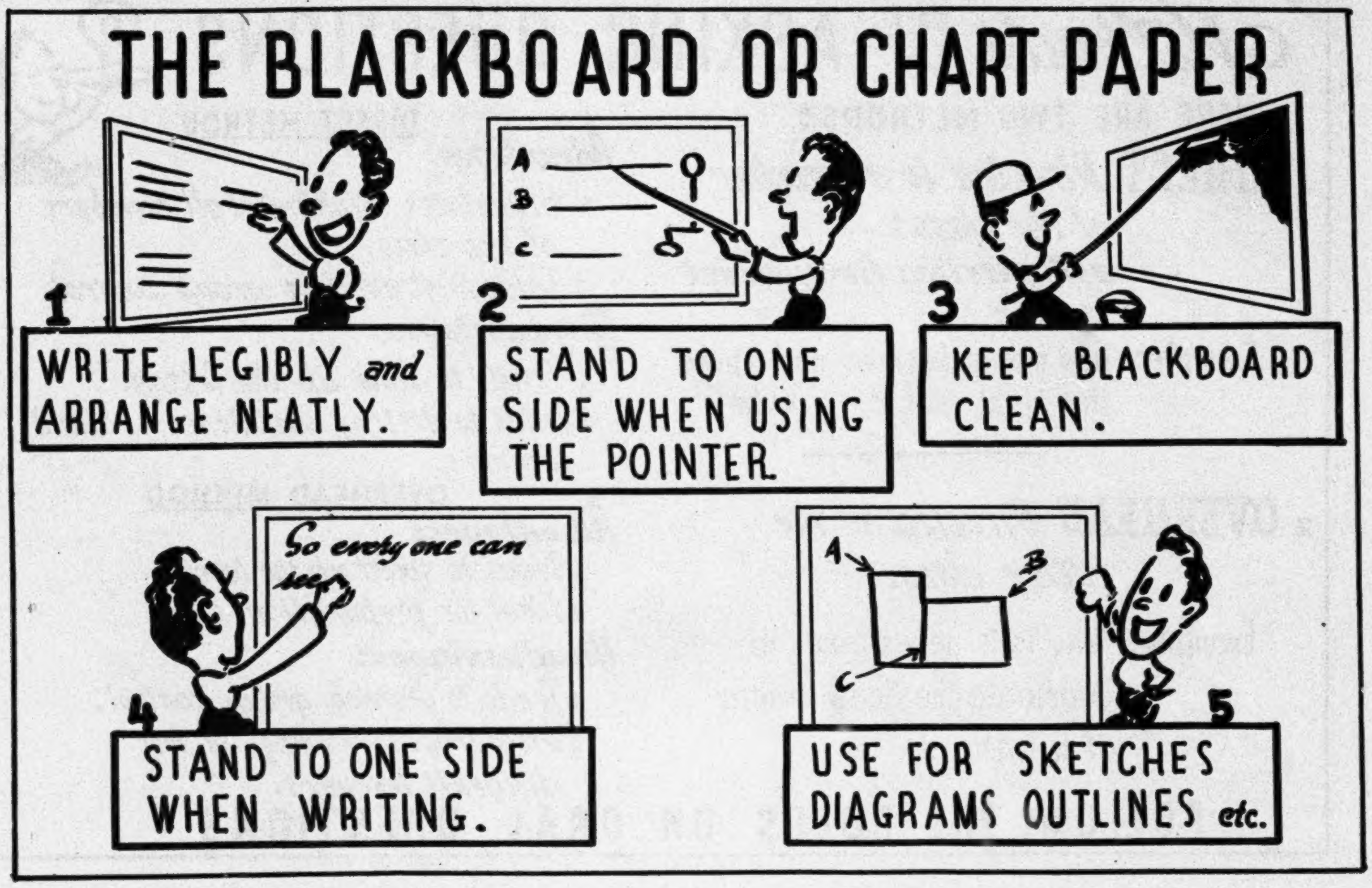




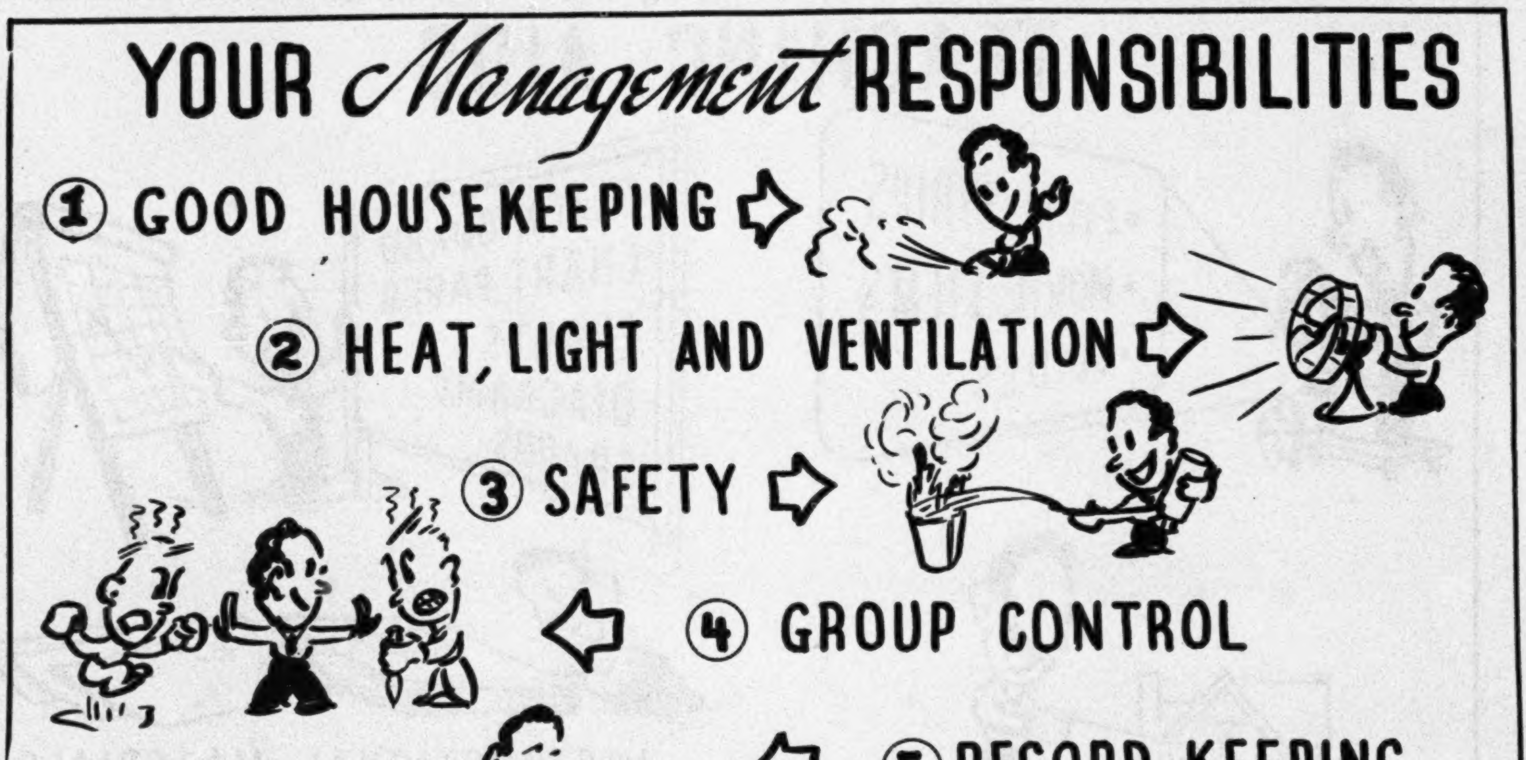
MODELS *and* MOCK-UPS

INSTRUCTIONAL MATERIALS
- INSTRUCTION SHEETS
- TEXT BOOKS
- SERVICE MANUALS

THE BLACKBOARD OR CHART PAPER


1
WRITE LEGIBLY and ARRANGE NEATLY.
A
B
C
2
STAND TO ONE SIDE WHEN USING THE POINTER.
3
KEEP BLACKBOARD CLEAN.
So every one can see.
4
STAND TO ONE SIDE WHEN WRITING.
A
B
C
5
USE FOR SKETCHES DIAGRAMS OUTLINES etc.

YOUR *Management* RESPONSIBILITIES


① GOOD HOUSEKEEPING
② HEAT, LIGHT AND VENTILATION
③ SAFETY
④ GROUP CONTROL
⑤ RECORD KEEPING
⑥ SEATING

OHIO TRADE AND INDUSTRIAL EDUCATION SERVICES
ADULT EXTENSION CLASS

ATTENDANCE RECORD

______________________________ City ______________________________

	ENROLLMENT			DATE OF MEETINGS																					
No.	Last Name —— First Name	M	F																					Total Hours Attendance	Certificate Due
1																									
2																									
3																									
4																									
5																									
6																									
7																									
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16																									
17																									
18																									
19																									
20																									

Total Enrollment _____ Females _____ Number of Class Sessions _______ Total Hours for Course _______

Average Attendance per Meeting __________ Number of Hours per Session _______ Signed ______________________________
(Instructor)

No.	Last Name	First Name*	Address	Telephone Number	Name of Employer*	Actual Duties of Work Performed*

*Required Information

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LAW ENFORCEMENT

OFFICER TRAINING

CIVIL COMPLAINTS, DEALING WITH

INTRODUCTORY INFORMATION:

Ministering to the needs of the public is an integral part of an officer's duties. The "need," as identified by a person, usually is in the form of a complaint, request for assistance, or protection. Often these complaints or requests are totally unrelated to the primary or secondary responsibilities of law enforcement. Yet, they must be dealt with because the individual has indicated a "need." The nature of the complaint or request, may at times, be vague thereby requiring personal response or contact by an officer. On the other hand the "need" may be resolved by the person receiving the information via telephone or personal contact at the agency. Either instance necessitates the proper disposition by the officer. The proper disposition can be satisfactorily accomplished when the officer learns how to effectively deal with this "need."

Acceptable performance by the officer helps to create the public support of law enforcement which is absolutely necessary if law enforcement is to fulfill its primary and secondary responsibilities.

EQUIPMENT NEEDED:

Notebook, Pocket Field
Pen, Ball Point

GENERAL SAFETY PRACTICES:

Avoid taking sides in any issue
Entering all premises and approaching all persons and things with caution

	STEPS		KEY POINTS
1.	Receive assignment or information	1.1	From dispatcher
		.2	Acknowledging call immediately
		.3	Identifying unit and location
		.4	From citizen, notifying dispatcher
		.5	Stopping patrol car before writing
		.6	Recording on patrol car desk pad:
		.6.1	Location of scene
		.2	Type of complaint
		.3	Person to be contacted and/or complainant and address.

CIVIL COMPLAINTS, DEALING WITH

TIME ALLOTTED: 2 hrs.

OBJECTIVES:

1. To promote the techniques which will best serve the department, officer, and complainant.
2. To create within the officer an awareness of the necessity for a prompt disposition.
3. To make each officer an educator of the public in terms of civil and criminal complaint variances.

TEACHING AIDS:

Notebook, Pocket
Pen, Ball Point

REFERENCE: ,

Law Enforcement Officer Training, Learner's Manual: Basic Course - Unit II, Training Procedure No. 1.

INTRODUCING THE LESSON:

Use Introductory Information in Training Procedure No. 1

1. ***QUICKLY** review Step 1 and key points.*

   ***ANSWER** any questions learners might ask.*

	STEPS		KEY POINTS
		.6.4	Time received
		.7	Repeating location to dispatcher for verification
		.8	Acknowledging receipt of transmission
		.9	Requesting required information
		.10	Understanding assignment
2.	Proceed to scene	2.1	As soon as possible, unless otherwise instructed
		.2	Using most expeditious route
		.3	Driving safely
		.4	Obeying all traffic laws
		.5	Planning operations within known information
		.6	Notifying dispatcher of personal knowledge
3.	Arrive at scene	3.1	Parking safely
		.2	Giving dispatcher exact location
		.3	Signalling dispatcher "Out of Service"
		.4	Recording time
		.5	Removing ignition key
		.6	Taking required equipment
		.7	Alighting from patrol car with caution
		.8	Locking patrol car
		.9	Entering onto all premises with caution
		.10	Approaching all persons and things with caution
4.	Observe scene and situation	4.1	Appearing and keeping calm
		.2	Determining personal safety
		.3	Gathering information
		.4	Determining future action
		.5	Noting:
		.5.1	Mood and state of participants or complainant
		.2	Physical and mental conditions of participants or complainant
		.6	Scanning area for potential weapons

CIVIL COMPLAINTS, DEALING WITH

2. QUICKLY review step 2 and key points.
   ANSWER any questions learners might ask.

3. QUICKLY review step 3 and key points.
   ANSWER any questions learners might ask.

4. QUICKLY review step 4 and key points.
   ANSWER any questions learners might ask.

LAW ENFORCEMENT OFFICER TRAINING

	STEPS		KEY POINTS
5.	Preserve the peace	5.1	Greeting complainant or participants with a smile
		.2	Asking, "May I be of service?"
		.3	Speaking in soft conversational tone
		.4	Quieting persons present
		.5	Removing participants to secluded area
		.6	Separating participants
		.7	Rendering personal service impartially
6.	Identify participants or complainant	6.1	Contacting complainant first, by name
		.2	Contacting witnesses in logical order
		.3	Requesting participants to identify witnesses
		.4	Recording in notebook:
		.1	Name
		.2	Age
		.3	Address
		.4	Telephone number
		.5	Occupation
		.6	Employer:
		.1	Address
		.2	Telephone number
7.	Interview participants	7.1	Individually and privately
		.2	Obtaining accurate information
		.3	Allowing interviewees to tell own version of event
		.4	Asking as few questions as possible
		.5	Recording required notes at completion
		.6	Repeating interviewees' statements for verification
		.7	In logical order, depending on circumstances
8.	Verify cause of complaint	8.1	Those against government
		.2	When possible and within capabilities
		.3	Determining that complaint is civil

CIVIL COMPLAINTS, DEALING WITH

5.

.2 EXPLAIN that this statement should indicate true concern on the officer's part.

.4 REMEMBERING BY PERSUASION FIRST-FORCE LAST.

.6 REMEMBERING BY PERSUASION FIRST-FORCE LAST.
.7 Being careful not to indicate friendship with any of the participants even though it may exist. Cite examples.

6.1 This is done to gather first hand information and establish authenicity of the complaint.
.2 SELECT learner and ask for his view concerning logical order to interview witnesses. Discuss his views pro and con.
.3 This is done to expedite the handling, particularly where more than two persons are involved.
.4 QUESTION learners on the necessity of recording all this information.

7.1 EXPLAIN when possible interviews should be conducted out of hearing of participants. QUESTION learners why this should be done.

.6 Where necessary or if there is a possibility of a misunderstanding, clarify the information received.
.7 Logical order: 1. Complainant, 2. Perpetrator, 3. Witness

8.1 In those instances where complaints arise pertaining to government the officer needs to gather any and all factual information to substantiate or discredit the complaint. TIME spent for verification of causes in civil matters cannot be justified.
.2 CITE EXAMPLES: Complaints about brother officer or department-discourteous treatment by some department of government.
.3 ***DEFINE CIVIL COMPLAINT: "Any complaint in which there is no violation of criminal law".*** From the definition it can be determined that the officer must analyze all the facts to arrive at the conclusion whether it is a civil or criminal matter.

LAW ENFORCEMENT OFFICER TRAINING

	STEPS		KEY POINTS
9.	Take corrective action	9.1	Those against government
		.2	When possible and within capabilities
		.3	Writing memorandum to department concerned when unable to correct cause
		.4	Addressing memorandum to department head
		.5	Routing it through supervisor
		.6	Completing memorandum before going off duty
		.7	Keeping a copy for reference
		.8	Making recommendation when advisable
10.	Explain jurisdiction limitations	10.1	Regarding civil matters
		.2	Between local government departments
		.3	Concerning law enforcement agency's regulations and policies
		.4	In a courteous manner
11.	Inform and direct complainant	11.1	Avoid taking sides in any issue
		.2	Avoid giving legal advice
		.3	Of possible courses of action
		.1	Avoiding the suggestion of any possible results
		.4	Regarding the name, address, and business hours of the proper agency to contact
		.5	Stating what officer can or will do to assist
		.6	What complainant can do to assist in solution of complaint
		.7	Asking if instructions and directions are understood
		.8	Writing them out, if necessary
		.9	Thanking the complainant

CIVIL COMPLAINTS, DEALING WITH

9. REQUEST learners to select a situation from their experience and write a memorandum. Upon completion have each learner read his memorandum. SELECT two or three and DISCUSS.

To:	Chief
From:	Ptl. Doe
Subject:	Hole in street corner 4th and Main Sts.

10. EXPLAIN this should be done by assuming positive approach not being apologetic. It is not the officers fault that he is limited in handling a civil matter.

ILLUSTRATE EXAMPLES of positive approach; e.g."Mr. Smith, there is no criminal violation involved in this matter." "Mrs. Jones, this is a matter for an attorney or the Probate Court."

11. ***UPON COMPLETION** of Step 11, set up a role playing situation by stating the nature of the complaint, then selecting one learner as the complainant and one as the responding officer. Let them act out the situation, then have the class evaluate the handling.*

Training Procedure No. 2

FIRE SCENES, HANDLING

INTRODUCTORY INFORMATION:

Fire fighting is a fireman's task but many times the law enforcement officer is first on the scene. Some of the problems which involve an officer at a fire scene are usually spectators, vehicular traffic congestion and emotional instability. If the officer knows and identifies the problems which may arise and then takes effective measures to prevent or handle them, this materially assists the fire service and citizens of the community. On the other hand, when these problems are not effectively handled, fire fighting efforts may be hindered, personal injury and death multiplied and additional property damage incurred. Through effective handling lives may be saved and government service is definitely improved.

EQUIPMENT NEEDED:

Blanket
Fire Extinguisher, CO_2
Fusees
Flashlight, Safety Approved
Notebook, Pocket Field
Rope

GENERAL SAFETY PRACTICE:

Do not enter a burning structure except to save lives

	STEPS		KEY POINTS
1.	Receive assignment	1.1	From dispatcher
		.2	Acknowledging initial call immediately
		.3	Identifying unit and giving location
		.4	Stopping patrol car before writing
		.5	Recording on patrol car desk pad:
		.1	Location of scene
		.2	Person to be contacted
		.3	Time received
		.6	Noting situation at scene
		.7	Noting actual or potential hazards to persons involved
		.8	Noting personal hazards
		.9	Noting avenues of approach
		.10	Understanding assignment
		.11	Requesting required information

FIRE SCENES, HANDLING

TIME ALLOTTED: 3 hrs.

OBJECTIVES:

1. To make the officer an asset to the fire service in terms of expediting fire fighting efforts.
2. To indelibly impress on the officers' minds those safety factors vital to himself and others at the fire scene.
3. To implement the cooperative effort by the law enforcement agency and the fire service for more effective government service.

TEACHING AIDS:

Chalkboard, chalk and eraser;
or chart pad

REFERENCE:

Law Enforcement Officer Training Learner's Manual: Basic Course-Unit II, Training Procedure No. 2.

GENERAL SAFETY PRACTICE:

EMPHASIZE AND DISCUSS what can happen

INTRODUCING THE LESSON:

Use the Introductory Information in Training Procedure No. 2.

1. QUICKLY review key points of Step 1.
   ANSWER any questions the learners might ask.

Training Procedure No. 2

LAW ENFORCEMENT OFFICER TRAINING

	STEPS		KEY POINTS
		.12	Repeating location of scene for verification by dispatcher
		.13	Ascertaining if fire department has been notified
2.	Proceed to scene	2.1	Promptly
		.2	Driving safely
		.3	Using most expeditious route
		.4	Considering avenues of approach
		.5	Avoiding use of patrol car siren and beacon unless otherwise instructed
		.6	Planning operations within known information
		.7	Requesting information and/or assistance--as required
		.8	Notifying dispatcher of personal knowledge
		.9	Observing traffic problems in vicinity of scene
		.10	Watching for persons leaving the immediate scene
		.11	Watching for fire apparatus responding to scene
		.12	Yielding right-of-way to fire apparatus
3.	Observe scene and situation	3.1	While approaching
		.2	Gathering information
		.3	Determining personal safety
		.4	Noting vehicles blocking fire lane
		.5	Determining presence of fire fighting apparatus
		.6	Noting color and amount of flames and smoke
		.7	Noting number of fires
		.8	Noting rapidity of flame spread
		.9	Detecting flammable odors
		.10	Noting direction of wind
		.11	Determining if neighboring structures are in danger

FIRE SCENES, HANDLING

2.

.3 QUESTION learners, have expeditious route explained.

.4 DETERMINE why this is done.

.5 EXPLAIN that responding fire units use their sirens and those drivers may not hear the patrol car siren which may result in an accident. Also question learners to determine other reasons for avoiding sirens use.

.6 QUESTION learners "What kind of plans would you make?"

.8 Anything the officer may know about the situation, area, etc., which is pertinent to the handling of the incident

.10 ASK learners why?

.12 These are key points concerning, primarily, the safety of the service personnel responding to the scene.

3.1 Certain observations are better made from a distance.

.2 ASK learners what kinds of information?

.4 *DEFINE FIRE LANE* – "It is that lane which will provide the best access to the fire scene for the fire vehicles and personnel".

.5 This assists the officer in determining his course of action.

.6 Each of the key points 6-9 pertains to the possibility of incendiarism.

.7 QUESTION learners to determine how and why incendiarism
.8 may be detected through these observations.
.9

.10 To determine spread of fire to other property also for the officer's safety.

LAW ENFORCEMENT OFFICER TRAINING

	STEPS		KEY POINTS
4.	Arrive at scene	4.1	Noting time
		.2	Turning on patrol car beacon
		.3	Parking safely
		.4	Avoiding interference with fire fighting apparatus
		.5	Using patrol car as barricade
		.6	Keeping calm
		.7	Extinguishing incipient fire
		.8	Notifying dispatcher of state of fire
		.9	Giving exact location
		.10	Notifying dispatcher of presence of fire fighting apparatus
		.11	Alighting from patrol car with caution
		.12	Locking patrol car
		.13	Determining if there are occupants in burning structure
		.14	Determining if there are occupants in neighboring structures
		.15	Determining if anyone has been killed or injured
		.16	Directing fire fighting apparatus to scene
		.17	Removing parked vehicles only upon request of fire service officer-in-charge
		.18	Requesting assistance--as required
5.	Rescue occupants	5.1	Only if fire fighters are not present and conditions permit
		.2	Warning inhabitants by use of siren and horn
		.3	Assisting occupants physically
		.4	Preventing exposure
		.5	Deter occupants from re-entering burning structure

FIRE SCENES, HANDLING

4.1 Which can be recorded immediately or later when necessary.
.2 If determined that traffic must be warned or the patrol car cannot be safely parked.
.3 As determined by the circumstances and being certain not to create a traffic hazard or block fire lane
.4 Both vehicular and pedestrain
.5 QUESTION to determine under what circumstances this would occur.
.7 ***DEFINE AN INCIPIENT FIRE*** – "An incipient fire is one that an officer can safely put out and is positive that it has been extinguished".
.8 This keeps him abreast of the situation and serves as an indicator of future activity.
.9 This is particularly true in rural areas where miles instead of feet are the case, whether city or rural, pinpointing the fire scene expedites all services to be rendered.

.12 If away from view and not to be utilized as barricade or for communications
.13
.14 ASK learners to offer their views on how this may be done.
.15

.16 EXPLAIN that this assists the driver and quicker action will result.

.17 The fire service officer in charge determines which vehicles are interfering.

5.1 EXPLAIN that firefighters are trained for fire rescue and are better equipped to carry out this task.

.2 This is particularly true at night.

.3 Being expecially careful where injuries are noted.
.4 Keeping the body temperature from falling through use of blanket or garment.
.5 PERSUASION FIRST - PHYSICAL RESTRAINT IF NECESSARY

LAW ENFORCEMENT OFFICER TRAINING

	STEPS		KEY POINTS
		.6	Determining if all occupants have escaped
		.7	Avoid the wearing of raingear into burning structure
		.8	Using wet blanket for protection
		.9	Covering nose and mouth with wet hankerchief
		.10	Entering burning structures with extreme caution
		.11	Feeling door to determine heat
		.12	Opening door only if hand can withstand heat
		.13	Opening door wide, standing to one side
		.14	Closing door after passing through
		.15	Stooping to knee height
		.16	Remembering hot and toxic gases rise fast
		.17	Realizing entrance route may not be safe exit route
		.18	Avoiding the use of flashlight not safety approved
6.	Care for victims	6.1	Promptly
		.2	Requesting appropriate assistance
		.3	Notifying dispatcher
		.4	Arranging for care of homeless
		.5	Contacting appropriate service agency or relatives
7.	Control traffic	7.1	Vehicular and pedestrian
		.2	Keeping fire lane open
		.3	Until properly relieved
		.4	Courteously and firmly
		.5	Preventing damage to fire fighting apparatus
		.6	Preventing interference with fire fighting operations

FIRE SCENES, HANDLING

.7 EXPLAIN that raingear retains heat and steam may form between the body and coat causing severe burns.

.11 DEMONSTRATE by using classroom door-touch with tip of finger first, then palm if necessary.

.12 DEMONSTRATE

.15 EXPLAIN this is safer than erect or crawling particularly when contents of building are not known.
DEMONSTRATE by waddling like a duck.

.16 CITE EXAMPLES

.18 QUESTION to determine why.
Tell them gases may be present.

6.2 Have learners CITE EXAMPLES - ambulance - emergency squad - doctor, etc.

.5 DETERMINE what agencies may assist. Examples: Aid For Aged, Red Cross, Welfare, Salvation Army, Etc.

7.6 CITE examples or ask learners to cite same.

LAW ENFORCEMENT OFFICER TRAINING

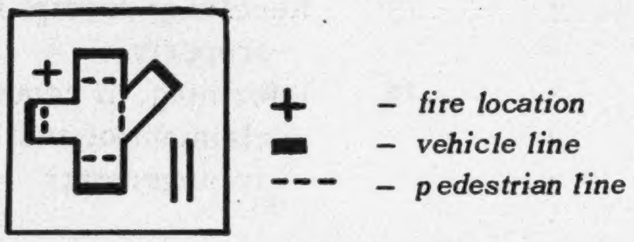
STEPS		KEY POINTS	
		.7	Removing those vehicles indicated by fire service officer-in-charge
		.8	Warning and diverting vehicular traffic
		.9	Selecting and directing to alternate route
		.10	Setting up fire lines
		.11	Using patrol car, barricades, and lighting
		.12	Using bystanders temporarily for assistance
		.13	Permitting authorized vehicles only inside vehicle fire line
		.14	Permitting fire fighting personnel only inside pedestrian fire line
		.15	Facing crowd to control bystanders
		.16	Checking with fire service officer-in-charge prior to opening additional lanes of traffic at scene
		.17	Allowing and assisting traffic to regain normal flow when emergency is ended
		.18	Assisting fire fighting apparatus in leaving scene
		.19	Leaving scene after securing clearance from fire-service officer-in-charge
8.	Guard property	8.1	Until arrival of claimant
		.2	Until arson investigation is completed
		.3	Until properly relieved
		.4	Keeping unauthorized persons away
		.5	Securing building
		.6	Barricading area
		.7	Placing all property in one place
		.8	Determining ownership

FIRE SCENES, HANDLING

.7 ASK how this might be accomplished.

.9 EMPHASIZE being specific about alternate routes. Select the easiest and explain it clearly to the motorist.

.10 ***DEFINE FIRE LINE – "that line which designates NO unauthorized traffic beyond, vehicle for vehicle line and pedestrian for pedestrian line."***



CITE examples of setting up fire lines, using chalk board to illustrate. TAKE LEARNERS outside and set up a simulated fire scene. Select officer to tell and show how he would handle it; allow group discussion.

.12 EMPHASIZE officer telling bystander (s) specifically what they are to do.
.15 DEMONSTRATE - have learners stand-up, turn your back to them and point out that they cannot control spectators in this manner.
.16 This is done in the event additional units may be responding and also that the fire fighting efforts will not be hampered by moving traffic.

.18 Halting traffic if necessary and then guiding fire service driver.

8. EXPLAIN that it is most embarrassing to have property stolen from a fire scene particularly if the law enforcement officer is present. This happens because the officer plays the role of fireman instead of confining himself to preventing crime. Read Section 737.11 of the laws governing Ohio's Fire service to the class and discuss.

.8 This should be done when the fire involves more than one person's property.

LAW ENFORCEMENT OFFICER TRAINING

	STEPS		KEY POINTS
		.9	Segregating according to ownership
		.10	Identifying claimant
		.11	Releasing property to owner or authorized claimant only
		.12	Recording time property released and identification of claimant
		.13	Receiving receipt for released property
		.14	Informing, if requested, claimant of available security arrangements
9.	Assist fire service	9.1	Looking for evidence of incendiarism and/or other offense
		.2	Arranging for photographing scene and spectators, in color preferably
		.3	Noting and observing spectators
		.4	Identifying habitual fire spectators
		.5	Checking with fire fighting personnel
		.6	Notifying supervisor of suspected offense
10.	Submit reports	10.1	Whenever incendiarism and/or evidence of other offense is indicated or when fire department did not respond
		.2	Promptly
		.3	Using appropriate forms
		.4	Constituting permanent record
		.5	Completing at headquarters
		.6	Submitting to supervisor

FIRE SCENES, HANDLING

.9 This is best accomplished by having the owners or persons having knowledge about property identify the items.

.10 QUESTION as to how this might be done.
EMPHASIZE proper credentials and identification

.11 EMPHASIZE

.12 EMPHASIZE

.13 EMPHASIZE and ASK why.

.14 EXPLAIN that this protection may be provided by several sources, e.g. Private detective agency, moving & storage companies, friends, auxiliary police or deputies, etc.

9. It should be EXPLAINED to the learners that "herein lies an area demanding close coordination and harmonious work relationships because sometimes at least three or more governmental service agencies may be involved, fire service, law enforcement, state fire marshal's office. When more than one agency is involved the working relationships (investigative procedure) should be clearly established by the supervisor or administrator of the department."

10. EXPLAIN: Reports are required by state law whenever a fire is handled by other than the fire service. Section 3737.08 Ohio Revised Code, read and discuss.

Training Procedure No. 3

DISASTER SCENE, HANDLING

INTRODUCTORY INFORMATION:

Natural disasters are oftentimes predictable, for example, those created by weather. Consequently, operations can be pre-planned by law enforcement so that this type of disaster may be effectively handled. On the other hand, another type of disaster, the unpredictable occurs as a result of violent forces erupting to create destruction of life and property. Even though this type of disaster seldom occurs, law enforcement must still pre- plan for it.

The primary role of law enforcement is coordination of all efforts at the disaster scene. Control exercised by law enforcement at the scene will most effectively achieve the necessary coordination.

The first officer upon the scene will be the key to the successful implementation of the departments pre-planned disaster operation. Among other duties, he will provide vital information to the communications center so that any emergency or rescue operation can be undertaken promptly and efficiently. Because of the very nature of a disaster it is extremely easy for an officer to be caught-up in the panic. The officer must know the duties at the scene and fulfill them. Above all he cannot become a part of or party to the panic.

EQUIPMENT NEEDED:

Blanket
Flashlight, Safety Approved
Fusees
Notebook, Pocket Field
Rope, Polypropylene or nylon

GENERAL SAFETY PRACTICES:

Be calm
Be constantly alert for potential personal hazards

	STEPS		KEY POINTS
1.	Receive assignment and information	1.1	From dispatcher
		.2	Acknowledging initial call immediately
		.3	Identifying unit and giving location

DISASTER SCENE, HANDLING

TIME ALLOTTED: 3 hrs.

OBJECTIVES:

1. To establish clear guidelines by which the officer may effectively perform this task.

2. To bring into proper focus the duties on the scene so that the officer does not become a party to the panic.

TEACHING AIDS:

City or county map
Chalkboard, chalk (red-white-blue) and eraser
or chart pad with black, red and blue china marking pencils or crayons

REFERENCE:

Law Enforcement Officer Training Learner's Manual: Basic Course
Unit II, Training Procedure No. 3.

INTRODUCE LESSON:

Use the Introductory Information in Training Procedure No. 3

1.1 QUICKLY cover Step 1 and Key Points.
Advising officer to ASK QUESTIONS on any points not understood.

LAW ENFORCEMENT OFFICER TRAINING

	STEPS		KEY POINTS
		.4	Stopping patrol car before writing
		.5	Recording on patrol car desk pad:
		.1	Location of scene
		.2	Person to be contacted
		.3	Time received
		.6	Noting situation at scene
		.7	Noting affected and potential affected area
		.8	Noting avenues of approach
		.9	Noting actual or potential hazards to persons involved
		.10	Noting personal hazards
		.11	Understanding assignment
		.12	Requesting required information
		.13	Ascertaining what other emergency service units have been dispatched
		.14	Repeating location of scene for verification by dispatcher
2.	Proceed to scene	2.1	Promptly
		.2	Driving safely
		.3	Considering avenues of approach
		.4	Using most expeditious route
		.5	Avoiding use of patrol car beacon and siren unless otherwise instructed
		.6	Planning operations within known information
		.7	Requesting information and/or assistance--as required
		.8	Notifying dispatcher of personal knowledge
		.9	Watching for and yielding right-of-way to other emergency vehicles responding
		.10	Exercising care when driving in danger areas

DISASTER SCENE, HANDLING

2.3 QUESTION to determine what might be considered. Examples: changes in traffic ways, one-way streets, traffic congestion, etc.

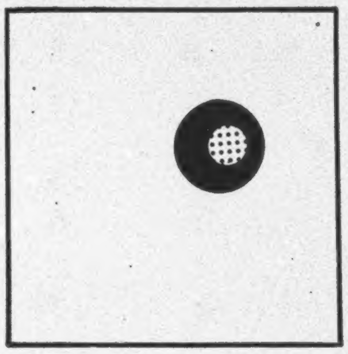
.8 ASK what personal knowledge might help to better understand the problem?

LAW ENFORCEMENT OFFICER TRAINING

	STEPS		KEY POINTS
3.	Make reconnaissance	3.1	Rapidly and calmly
		.2	Gathering accurate information
		.3	Determining perimeter of Theater of Operations:
		3.3.1	Immediate disaster area
		.2	Potential disaster area
		3.4	Determining serious damage to:
		.1	Trafficways
		.2	Public utilities
		.3	Sewer systems
		.4	Buildings
		.5	Determining number of persons:
		.1	Killed
		.2	Injured
		.3	Homeless
		.4	Panic stricken
		.6	Determining law enforcement hazards which afford possibilities of looting
		.7	Determining number, location, and stage of fires
		.8	Determining direction of wind
		.9	Obtaining information desired by dispatcher
		.10	Determining emergency vehicle lanes
		.11	Locating and identifying unexploded ordinance
		.12	Working in towards center of Theater of Operations
4.	Report information	4.1	To dispatcher
		.2	Immediately and calmly
		.3	When radio is free for transmission
		.4	Identifying unit and location
		.5	Indicating results of reconnaissance
		.6	Labeling statements that are opinions
		.7	Keeping transmissions brief
		.8	Breaking long transmissions periodically

DISASTER SCENE, HANDLING

3. *DEFINE "RECONNAISSANCE" -- "A search for useful law enforcement information in the field".*
.2 EMPHASIZE
.3 Use city or county map to illustrate.



MAP

red ◎ = immediate disaster area
blue ● = potential disaster area

3.3.1 *DEFINE – "That area in which actual disaster has taken place"*
.2 *DEFINE – "That area into which the disaster may spread or further complicates the actual disaster area."*
3.4 DISCUSS types of damage and how damage may be determined.
Examples: Explosion - cave-in - escaping gas or water.
Determining: By observation and questioning.
.6 DISCUSS to determine places and things most susceptible and type of person capable of looting.
.7 EXPLAIN that this is an assist to the fire service in dispatching proper equipment and personnel, also indicates potential rescue operations.

.10 To allow faster response to the scene and avoid accidents by responding equipment.

4.3 EXPLAIN that other emergency traffic may be taking place and it will be a matter of fitting in your traffic when indicated by the dispatcher.
.4 EMPHASIZE because other units may be on same assignment.

.6 Indicate by saying that it is opinion.

.7 Stick to the necessary pertinent information.
.8 To allow for questions or other transmissions.

LAW ENFORCEMENT OFFICER TRAINING

	STEPS		KEY POINTS
5.	Arrive at scene	5.1	Observing while approaching
		.2	Stopping siren, if used, leaving on patrol car beacon
		.3	Parking properly
		.4	Watching for toppling buildings, street cave-ins, and downed wires
		.5	Requesting assistance
		.6	Alighting from patrol car with caution
		.7	Avoiding interference with emergency apparatus
		.8	Locking patrol car
		.9	Rescuing victims
		.10	Administering first aid
6.	Observe scene and situation	6.1	Gathering further information
		.2	Determining personal safety
		.3	Determining number and degree of personal injuries
		.4	Determining amount and degree of property damage
		.5	Noting type and amount of emergency and/or rescue equipment and personnel required
		.6	Noting danger to neighboring property
7.	Establish law enforcement lines	7.1	As ordered by supervisor or dispatcher
		.2	Preventing further injury and damage
		.3	Keeping unauthorized vehicles and pedestrians away from scene
		.4	Keeping emergency vehicle lanes open
		.5	Preventing interference with rescue operations
		.6	Using patrol car as barricade
		.7	Controlling traffic

DISASTER SCENE, HANDLING

5.1 Bringing into play as many of the five senses as possible to aid in the observing.
HAVE learners identify the senses.

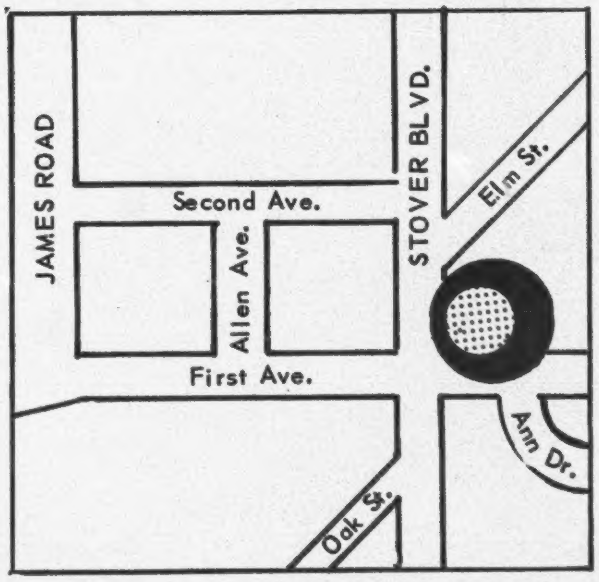
.5 Remember to be specific and accurate as to the type and amount of assistance required: Examples: Two more officers for traffic; Two ambulances; Two tow trucks; Two 100' lengths of rope, etc.

.9 REMEMBERING-ONLY IF LIFE IS ENDANGERED.
.10 Within capabilities.

6.2 Being careful not to become a victim.

.4 EXPLAIN that amount, in this instance, is not a question of cost; but rather is the question, "Is the whole building collapsed or just a portion?" For determining degree - "Is a wall cracked, and about to fall or collapse?"
.5 This assists related agencies in dispatching proper equipment and personnel.

7. *Refer to TEACHING GUIDE No. 2, Handling Fire Scene, pp. 19.*
Use fire line drawing to illustrate.
Point out that the same principles are applied, the only difference might be in that a larger area is involved plus more manpower, equipment, etc.
DRAW on chalkboard or chartboard a familiar area of city, village, or county, designate the immediate and potential disaster area.
Use street names familiar to the group.
HAVE learners establish line–where they would be and reason why it would be there.



LAW ENFORCEMENT OFFICER TRAINING

	STEPS		KEY POINTS
		.8	Selecting and directing traffic to alternate routes
		.9	Maintaining lines until emergency is ended or until properly relieved
		.10	Assisting traffic in returning to normal flow
8.	Guard property	8.1	Preventing looting
		.2	Keeping unauthorized persons away
		.3	Issuing receipt for found property to finder
		.4	Turning in found property to property officer
		.5	Determining and identifying owner
		.6	Recording information learned
		.7	Until properly relieved

DISASTER SCENE, HANDLING

8.1 **DISCUSS with group how this may be best accomplished---techniques used.**

Training Procedure No. 4

UNLAWFUL GATHERING, HANDLING

INTRODUCTORY INFORMATION:

The beat officer will occasionally be called upon to handle various types of public gatherings. These assignments may range from school-aged children playing in the street, to thousands of adults rioting in a community. A riotous mob is an example of what a community would be like without law enforcement services. The law exists prohibiting such conduct; but it is not effective without the officer's enforcement.

Any public gathering is a potentially explosive situation. Unfortunately it is extremely difficult to determine who or what will light the fuse. Certain elements that are clues to a potential mob or riot can be detected. When these are recognized and handled it may well be that a potentially explosive situation can be controlled.

EQUIPMENT NEEDED:

Baton, Riot
Form, Field Interrogation Report
Form, Preliminary Investigation Report
Form, Request to Disperse
Gas Masks
Grenades, Tear Gas
Helmet, Safety
Riot Statute, Prepared Copy in Pocket Notebook
Shotgun, Riot

GENERAL SAFETY PRACTICES:

Be calm, firm, and objective
Concentrate on dispersal
Maintain vigilance
Wearing safety helmet properly secured at all times
Watch for objects thrown from behind front ranks of gathering
Avoid encirclement
Maintain position in formations
Guard officers and other departmental equipment
Riot equipment must be in good order
Remove wrist watch, badges, glasses, and neckties

UNLAWFUL GATHERING, HANDLING

TIME ALLOTTED: 6 hrs.

OBJECTIVES:

1. To aid the officer in a better understanding of public gatherings.
2. To advocate techniques best employed for handling.
3. To acquaint the officer with limitations of his abilities.
4. To teach the officer how to detect and remove those persons inciting or agitating the gathering.

TEACHING AIDS:

Chalkboard, chalk and eraser;
or chart pad and china marking pencils
Ohio Revised Code, Criminal

EXAMINE each safety practice and DISCUSS with group

REFERENCE:

Law Enforcement Officer Training, Learner's Manual: Basic Course - Unit II, Training Procedure No. 4.

LAW ENFORCEMENT OFFICER TRAINING

	STEPS		KEY POINTS
1.	Receive assignment and information	1.1	From dispatcher
		.2	Acknowledging call immediately
		.3	Identifying unit and giving location
		.4	Stopping patrol car before writing
		.5	Recording on patrol car desk pad:
		.1	Location of scene
		.2	Type of offense
		.3	Person to be contacted
		.4	Time received
		.6	Noting situation at scene
		.7	Noting actual or potential hazards to persons involved
		.8	Noting estimated number of persons involved
		.9	Noting kind and number of weapons involved
		.10	Noting personal hazards
		.11	Noting avenues of approach
		.12	Understanding assignment
		.13	Requesting required information
		.14	Repeating location of scene for verification by dispatcher
2.	Proceed to scene area	2.1	Quickly as possible
		.2	Driving safely
		.3	Using most expeditious route
		.4	Considering avenues of approach
		.5	Using patrol car beacon and/or siren--as required
		.6	Planning operations within known information
		.7	Notifying dispatcher of personal knowledge
		.8	Observing traffic problems in vicinity of scene
		.9	Stopping patrol car at selected vantage point
		.10	Allowing avenues of escape for crowd
		.11	Turning off patrol car beacon and stopping siren

UNLAWFUL GATHERING, HANDLING

INTRODUCE LESSON

Use introductory information in training procedure No. 4.

1. QUICKLY cover Step 1 and Key Points, Answer any questions asked.

2.9 ASK for description of a vantage point and what helps in the selection.

.10 Do not block their only exit for this can lead to panic from the fear of apprehension.

LAW ENFORCEMENT OFFICER TRAINING

	STEPS		KEY POINTS
3.	Observe scene and situation	3.1	From selected vantage point
		.2	Keeping out of sight
		.3	Keeping calm
		.4	Gathering information
		.5	Determining personal safety
		.6	Determining mood and state of gathering
		.7	Noting type and direction of movement
		.8	Scanning group for weapons or potential weapons
		.9	Scanning area for avenue of departure for crowd
		.10	Identifying leaders
		.11	Noting offenses and identifying perpetrators
		.12	Determining future action
4.	Request assistance	4.1	As required
		.2	Using radio
		.3	Notifying dispatcher of:
		.1	Situation at scene
		.2	Number of persons involved
		.3	Weapons being or liable to be used
		.4	Asking that supervisor be sent
		.5	Designating sufficient personnel, weapons, and equipment to insure success
		.6	Designating assembly point
		.7	Designating routes of approach
		.8	To photograph for other units, scene and participants
5.	Plan tactics	5.1	With supervisor, dispatcher, and assisting personnel
		.2	Selecting avenues of officer's approach and escape for crowd
		.3	Selecting formations (See App. A, B, C, D)
		.4	Designating positions, weapons, and equipment

UNLAWFUL GATHERING, HANDLING

3.1 ASK learner to describe some vantage points that might be utilized if on foot.

.2 EXPLAIN that this is the best practice in most instances and is particularly true with an unruly gathering and a lone officer.

.3 EMPHASIZE and point out that this is necessary for the officer's safety and that he may duly observe in order to acquire pertinent information.

.4 EMPHASIZE that it be factual information not supposition.

.5 ASK learners to describe what could happen to them if this were not considered.

.6 Are they passive, agitated or moblike? Are they milling about or actually doing harm to each other or property?

.7 This indicates the possible technique to be employed for dispersement, also routes of approach for assistance.
TYPE of movement: are they scattered? Are they concentrated?
Are they being lead or just milling about? Are they moving rapidly or slowly?

.10 Observing the apparent person or persons causing agitation, they may be doing the talking, leading the gathering, carrying the banner, etc.

4. EMPHASIZE that assistance, when required, should be called for as soon as possible.

.6 Selecting point that will best accomplish the purpose of assembling all officers to carry out plans. ASK selected learners to describe what they consider an ideal location.

.7 Avoiding the routes the crowd might take in departing, thereby lessening possibility of panic.

.8 This is for evidence, also to identify the professional agitator.

5. EXPLAIN that it is critical for the department to have an overall plan of operation familiar to all officers. When this is accomplished it will not be necessary to go into detailed explanation at the assembly point. TIME may be critical.
EXPLAIN further that departments with limited personnel should work out a reciprocal agreement with surrounding departments for assistance.

.3 ILLUSTRATE and DISCUSS various formations on chalkboard or chart pad. (See Appendices A,B,C,D)

.4 Positioning is best accomplished by having the men count off, then odd numbers go left-even go right in the formation.

LAW ENFORCEMENT OFFICER TRAINING

	STEPS		KEY POINTS
		.5	Assigning duties
		.6	Assigning guard to law enforcement agency's equipment
		.7	Selecting method of handling prisoners and injured
		.8	For removing cause of dissension
6.	Request dispersal	6.1	From discreet distance
		.2	Protecting speaker
		.3	Keeping calm
		.4	Maintaining military bearing
		.5	Remaining courteous but firm
		.6	Speaking in conversational and understandable tone
		.7	Request cooperation (See Appendix E)
		.8	Explaining reasons for request
		.9	Avoiding arguments
		.10	Thanking participants for cooperation
		.11	Notifying gathering of:
		.1	Actual and potential offenses
		.2	Possible injury
		.3	Allotted time and avenues of departure
		.12	Using loudspeaker to insure hearing
7.	Order dispersal	7.1	At end of allotted time
		.2	Keeping calm
		.3	According to law (See Appendix F)
		.4	Identifying self as a law enforcement officer, by name and agency
		.5	Reading the riot statute
		.1	Placing an officer on opposite perimeter of assembly to test and insure hearing
		.6	Designating time allotted for compliance

UNLAWFUL GATHERING, HANDLING

.6 Any equipment in the area of the problem gathering should be protected primarily against damage and theft.

.7 Certain officers should be designated to remove prisoners from the scene. They may be removed to a patrol car or wagon or isolated as much as possible until transportation can be provided.

The method adopted for the injured should provide care first for the injured officer, secondly the victim offender.

.8 Determining what the cause is, person or thing, then eliminating or isolating it the best way possible.

6.7 *REFER learners to Sample Format For Request for Dispersal (Appendix E) to illustrate key points 6.7 through 6.12.*

7.3 *READ and DISCUSS Sample Format for Order For Dispersal. REFER learners to (Appendix F).*

7.5 *READ Section 3761.14 of Criminal Code.*

LAW ENFORCEMENT OFFICER TRAINING

	STEPS		KEY POINTS
8.	Approach assembly	8.1	At expiration of allotted time
		.2	To physically disperse crowd
		.3	Removing wrist watch, shoulder strap, glasses, tie, and badges
		.4	Wearing prescribed equipment
		.5	Carry prescribed weapons
		.6	Fearlessly
		.7	Keeping calm
		.8	In prescribed formation
		.9	Maintaining position in formation
		.10	Advancing at slow, steady pace
		.11	Avoiding conversation
		.12	Listening for commands
		.13	Being alert to potential hazards
		.14	Using peripheral vision
		.15	Watching for objects thrown from behind front ranks of assembly
		.16	Executing orders with snap, confidence, and precision
		.17	Caring for injured officers
9.	Arrest violators	9.1	Objectively and impartially
		.2	Selecting leaders and agitators
		.3	Removing them quickly from view and scene
		.4	Protecting arresting officers
		.5	Guarding against escape or liberation attempts
		.6	Gathering physical evidence
		.7	Protecting weapons and/or evidence
		.8	Using only necessary force
10.	Follow-up	10.1	To prevent recurrence
		.2	Gathering information and evidence for reports and prosecution
		.3	Determining cause, instigators, and method of operation
		.4	Identifying participants
		.5	Breaking up large segments into ever smaller groups

UNLAWFUL GATHERING, HANDLING

8.1 EXPLAIN that action must be taken at the end of allotted time or the gathering will assume your order meant nothing.

.2 Physical dispersement should not take place unless sufficient personnel are there to ensure success.

.4 EMPHASIZE wearing properly - e.g. safety helmet chin strap, worn on point of chin and fastened.

.5 These will be designated in accordance with the severity of the situation e.g. shotgun, riot baton, tear gas, etc.

.11 People in the crowd may know you, don't be distracted.

.13 Have group identify some of the hazards.

.17 Officers will receive this duty assignment prior to actual dispersement, so that the formation(s) will not be broken to care for injured.

9.1 Without regard to social status, minority group affiliation.

.2 Usually the loudest, up front on the "soapbox" or may be intermingled in the gathering moving about agitating.

.8 *READ and DISCUSS Section 3761.15 of Ohio Revised Code to learners. "Emphasize the fact that this is a misdemeanor, yet extreme force may be used, even to the taking of a human life as a result of using necessary and proper means to disperse the gathering".*

10.3 This may occur after the situation is quieted and through a meeting with the principals involved.

LAW ENFORCEMENT OFFICER TRAINING

	STEPS		KEY POINTS
11.	Submit reports	11.1	Completing Preliminary Investigation Report Form
		.2	At headquarters
		.3	To supervisor
		.4	Recording injury to persons and damage to property

UNLAWFUL GATHERING, HANDLING

11. *At COMPLETION of Step 11, have the group practice the four riot formations, preferably outdoors using a nearby street. SELECT and alternate learners to role-play officer in charge of formation. Be certain that each officer is familiar with all formations.*

Training Procedure No. 5

TRAFFIC CONGESTION, HANDLING

INTRODUCTORY INFORMATION:

The motoring public expects to travel the trafficways with a minimum of interruption. Should an interruption occur it usually creates an irritated driver. The irritated driver can easily become an accident going somewhere to happen.

An officer handling traffic congestion can and must rapidly and effectively restore traffic to its normal flow. This is best accomplished by identifying the problem and correcting it. A system of distinct gestures and signals make drivers respond, thereby, providing for a minimum of interruption which the motoring public appreciates.

EQUIPMENT NEEDED:

Whistle, Traffic
*Baton, Traffic, Red
*Flashlight, Clear lens
Gloves, White or Yellow Cloth

* To be used at night

GENERAL SAFETY PRACTICES:

Being constantly alert to moving traffic and pedestrians
Always selecting best position to see and to be seen
Using Traffic Baton at night or during adverse weather conditions

	STEPS		KEY POINTS
1.	Observe scene and situation	1.1	After parking properly
		.2	Selecting safe position while standing or walking
		.3	Quickly scanning area to determine:
		.1	Cause of congestion
		.2	Urgent matters requiring immediate action
		.3	Course of Action
2.	Relieve cause of congestion	2.1	Taking action to:
		.1	Remove obstruction
		.2	Effect temporary or permanent repairs
		.2	Route traffic around cause temporarily

Teaching Guide No. 5

TRAFFIC CONGESTION, HANDLING

TIME ALLOTTED: 3 hrs.

OBJECTIVES:

1. To promote a uniform system of hand gestures and whistle signals to be used by officers.
2. To make the officer constantly alert to his personal safety in handling traffic.

TEACHING AIDS:

Whistle, Traffic
*Baton, Traffic, Red
*Flashlight, Clear lens
Gloves, White or Yellow Cloth or Fluorescent

* To be used at night

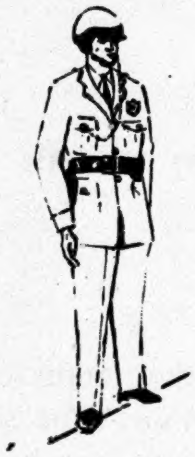
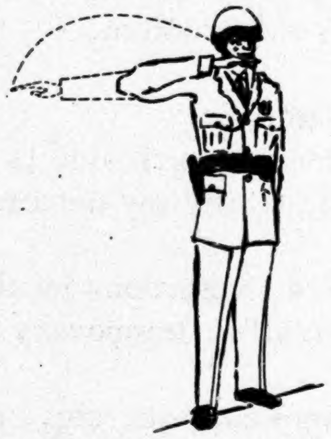
Reference - Law Enforcement Officer Training, Learners Manual: Basic Course II, Training Procedure No. 5.

INTRODUCING THE LESSON:

Directing traffic is a difficult task because of the confusion usually surrounding traffic congestion. An officer can ease the situation if a system of signals and gestures made by him are easily understood by the drivers. Many of us know of brother officers or have seen some directing traffic that resemble a monkey with an overload of fleas or sound like a whistle tester at the factory. Any extra noises or gyrating motions by an officer only compounds the problem.

1.1 ASK group to cite examples of how and where to park.
.2 TELL group that generally speaking the shoulder or curb side is safest.
.3.1 CITE examples; accident, faulty traffic signal, trafficway defect, human error, others.
.2 EXAMPLES: heart attack victim, injuries, fire, hazardous location, others.
.3 EXAMPLES: calling for assistance, warning traffic, temporary care for injured, what agencies to notify, etc.
2.1.1 CITE examples of obstructions, accident, storm damage, etc., and ASK selected learner "how he would handle it?"
.2 EXPLAIN that on a minor cause, bent sign, barricade down, limb in the road, the officer can handle this, major problems must be handled by the proper authority upon notification.
2.2 This is done to minimize the interruption time.

LAW ENFORCEMENT OFFICER TRAINING

	STEPS		KEY POINTS
		.3	Replace signal control with officer control
3.	Direct traffic	3.1	Before or after relieving cause
		.2	Selecting officer control point: (See Appendix G)
		.1	Safest
		.2	Clearly seen
		.3	BEING CONSTANTLY ALERT TO MOVING VEHICLES AND PEDESTRIANS
a.	Assume ready position	a.1	Standing erect
		.2	Keeping feet 8" to 10" apart
		.3	Letting arms hang naturally
		.4	Balancing weight on both feet
		.5	Having traffic whistle ready
b.	Start traffic using hand gesture	b.1	Standing parallel or at slight angle to traffic
		.2	Attracting drivers attention by:
		.1	Pointing index finger at driver from shoulder height
		.2	Blowing two (2) short blasts of traffic whistle only if necessary
		.3	Turning wrist so palm is up after pointing
		.4	Using elbow as pivot point
		.5	Swinging forearm in an upward arc
		.6	Bringing hand to position in front of chin, palm down, forearm parallel to ground
		.7	Repeating if driver does not respond

TRAFFIC CONGESTION, HANDLING

.3 l Faulty signals must be reported to the proper authority and the officer assume control to alleviate congestion.

3.1 This depends on the situation involved: traffic may be moved, for example, around a minor accident. At a fatality it might be rerouted temporarily.

.2 EXPLAIN and EMPHASIZE that in order to direct traffic the officer must be clearly seen, recognizing his personal safety. (See Appendix G)

.3 EMPHASIZE and tell learners that here is where using peripheral vision is a must.

3.a thru g.

DEMONSTRATE each of the Steps 3a through 3g. FOLLOW the key points and EXPLAIN what you are doing and why. EMPHASIZE deliberate movement. ALLOW group to practice. CHECK performance.

3.a.1 EMPHASIZE good posture so the officer looks his best,

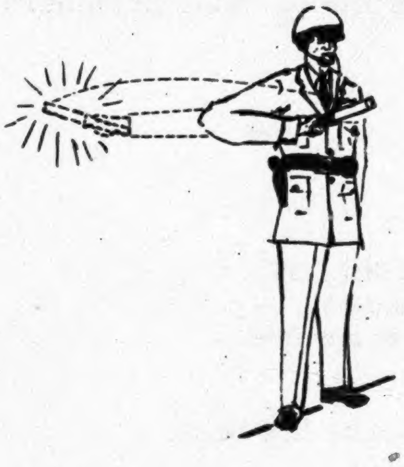
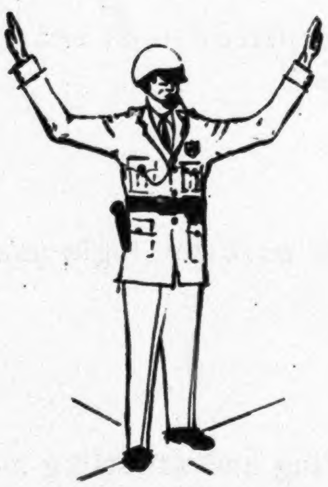
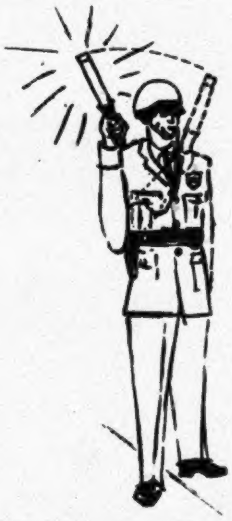
.2 or whatever is a comfortable distance for you

.3 Arms in any other position can be interpreted by the driver as a sign to do something.

.5 EMPHASIZE and EXPLAIN that if the officer must search for the whistle his movements may be misunderstood.

.b.1 In certain instances standing at slight parallel angle assists officer and driver in seeing more clearly.

.2.2 EXPLAIN that a combination of pointing and whistling may be necessary but the whistle should be used as a last resort.

	STEPS		KEY POINTS
		.8	Making movement of arm deliberate
c.	Start traffic using traffic baton 	c.1	Positioning body at slight angle facing traffic
		.2	Pointing traffic baton at driver from shoulder height
		.3	Using elbow for pivot
		.4	Arcing traffic baton upward and across to front of body
d.	Stop traffic using hand gesture 	d.1	Standing parallel to moving traffic
		.2	Looking right and left carefully
		.3	Thrusting one arm or both upward so hands are slightly above head
		.4	Palm (s) facing approaching traffic fingers joined
		.5	Repeating for stopping traffic in all directions
e.	Stop traffic using Traffic Baton 	e.1	Facing traffic to be stopped
		.2	Keeping firm grip on traffic baton with strong hand
		.3	Upper arm parallel to ground
		.4	Forearm vertical to ground
		.5	Arc baton across body, slightly above head, from shoulder to shoulder

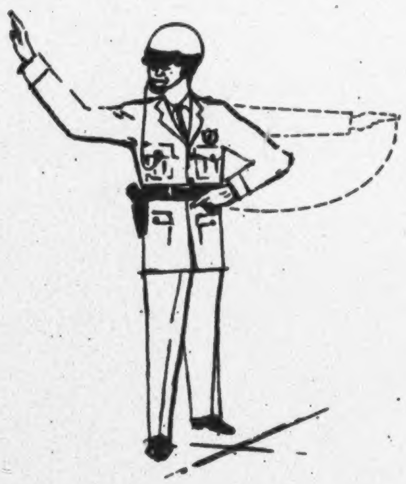
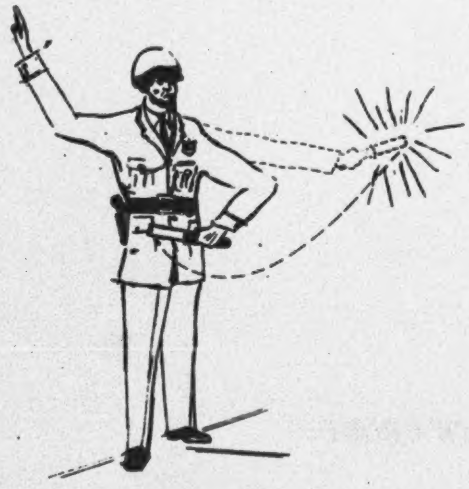
TRAFFIC CONGESTION, HANDLING

c. *AT CONCLUSION, DISCUSS STEP WITH GROUP.*

d. *AT CONCLUSION, DISCUSS STEP WITH GROUP.*

e. *AT CONCLUSION, DISCUSS STEP WITH GROUP.*

LAW ENFORCEMENT OFFICER TRAINING

	STEPS	KEY POINTS
f.	Turn traffic using hand gesture 	f.1 Stopping opposing traffic .2 Moving back towards stopped traffic .3 Allowing room in front of you for turn .4 Keeping arm and hand at stop gesture .5 Using free arm and hand to point at driver to make turn .6 Lower arm in arc across body .7 Pointing in direction of turn
g.	Turn traffic using traffic baton 	g.1 Stop opposing traffic (see Step 3e.) .2 Reposition body at slight angle facing traffic to turn .3 Point traffic baton at driver from shoulder height .4 Use straight arm motion .5 Arc baton downward, about stomach height .6 Point to area driver will turn to

TRAFFIC CONGESTION, HANDLING

f. ***AT CONCLUSION OF STEP, DISCUSS WITH GROUP.***

Upon COMPLETION of lesson unit, take group to a selected intersection and have each learner perform about 10 minutes of directing traffic. NOTE technique of each learner and compliment or correct.

Training Procedure No. 6

PUBLIC INQUIRIES, HANDLING

INTRODUCTORY INFORMATION:

The uniform worn by law enforcement officers is distinctive. It is easily identified by the person seeking information and at almost any hour this person can find an officer. Most persons assume that there is little an officer does not know. They recognize the wide range and variety of tasks performed by an officer.

Each officer soon learns that inquiries will range from the ridiculous to the sublime, but one element is present in the majority of inquiries, that is, sincerity. An officer may not always have an answer but there must always be the earnest desire to assist in finding it for the inquiring person.

EQUIPMENT NEEDED:

City or county map
City Directory, County

GENERAL SAFETY PRACTICES:

Being constantly alert against personal attack
Avoid giving misinformation

	STEPS		KEY POINTS
1.	Meet Inquirer	1.1	Getting out of patrol car to converse and notifying dispatcher
		.2	Greeting courteously by time using "Sir or "Ma'am"
		.3	Standing at a safe distance
		.4	Keeping strong hand side away
		.5	Asking "May I help you?"
		.6	Using tone of voice indicating sincerity
2.	Listen	2.1	Paying close attention
		.2	Allowing inquirer to state question fully
		.3	Asking inquirer politely, to repeat parts not understood
3.	Answer	3.1	Using clear voice just loud enough to be heard

PUBLIC INQUIRIES, HANDLING

TIME ALLOTTED: 2 hrs.

OBJECTIVES:

1. To infuse courteousness and sincerity as proper attitudes for the officer.
2. To promote the officers acquiring comprehensive governmental and geographical knowledge of his community.

TEACHING AIDS:

City, county, and/or state maps
Directories - city-county-telephone-hotel-industrial-etc.

REFERENCE:

Law Enforcement Officer Training, Learners Manual:
Basic course Unit II, Procedure No. 6

INTRODUCING THE LESSON:

Use introductory information

GENERAL SAFETY PRACTICES:

READ and DISCUSS

1.1 REMEMBERING safety precautions under any and all situations.

.2 EXPLAIN time as being morning-afternoon-evening and CITE appropriate greetings.

2.1 Not only listening to words but also watching face of inquirer.

.3 It is only logical that if you do not understand the question you cannot answer it intelligently.

LAW ENFORCEMENT OFFICER TRAINING

STEPS		KEY POINTS
	.2	Accurately after understanding question
	.3	Referring to proper authority or agency if answer is not known
	.4	Giving directions most easily understood
	.5	Saying "I don't know but will find out for you" or "help you to find the answer"
	.6	Following up answer by showing the way, according to departmental policy
	.7	Refraining from selling a person, place or thing

PUBLIC INQUIRIES, HANDLING

.3 CITE examples of proper authority e.g. dog warden-library-chamber of commerce, etc. In the case of inquiry pertaining to classified departmental information refer inquirer to your supervisor.

.4 Sometimes the shortest route may be the most difficult to explain.

.7 The officer should always, when possible, refer the inquirer to the proper agency to determine, best of anything, e.g. Better Business Bureau, Chamber of Commerce, Automobile Club, Drivers Club.

At conclusion of lesson select an officer as inquirer and another officer to answer his question; then discuss the answering officer's technique and answer.

Question examples: Inquirer: Can you tell me where to go? I am having a problem with my neighbor trespassing on my property.

Inquirer: What restaurant would you recommend?

Training Procedure No. 7

MENTALLY ILL PERSON, HANDLING

INTRODUCTORY INFORMATION:

Mentally ill persons come to the attention of law enforcement officers usually because of their actions. Their behavior is unpredictable. The officer handling the situation acts accordingly but must resort to persuasion first. A technique to handle various behavioral patterns must be devised by the officer. This is not an easy task. Duty requires that the public be protected, at the same time the officer must safeguard his own life while also treating the mentally ill person as being sick. The technique which provides for the greatest margin of safety to all concerned, and assures the safe arrival of the mentally ill person at the designated facility, is the one officers must strive towards.

An officer can help himself in becoming better equipped to handle mentally ill persons by acquiring a knowledge of the various types of mental illness. Mental and physical action or reaction vary with type and person. A better understanding of mentally ill persons may provide the officer with the necessary forewarning to successfully accomplish handling the task.

EQUIPMENT NEEDED:

Restraint device (s) (commercial) (See Appendix K)

GENERAL SAFETY PRACTICES:

Be constantly alert
Notify dispatcher and give exact location when leaving patrol car
Approach all persons and things with caution
Isolate person or re-position potential weapons
Be careful to use only necessary amount of force to bring person under control
Use appropriate restraint device for mentally ill

	STEPS		KEY POINTS
1.	Receive assignment and information	1.1	From dispatcher
		.2	From supervisor
		.3	From observation, notifying dispatcher or supervisor
		.4	Recording on patrol car desk pad:
		.1	Date and time received or observed
		.2	Location

MENTALLY ILL PERSONS, HANDLING

TIME ALLOTTED: 5 hrs.

OBJECTIVIES:

1. To provide the officer with the information necessary to devise a technique best suited to the situation.
2. To stress personal safety.
3. To promote further study by officer.

TEACHING AIDS:

Forms for mentally ill (acquire from Probate Court)
Restraint Device (s) (commercial) (Appendix K)
Illustrations of take down holds (Appendix H, I, J)
Blankets-Rugs-Sheets
Before step 6.5.b Announce to Learners to bring old blanket

REFERENCE:

Law Enforcement Officer Training, Learners Manual:
Basic Course-Unit II, Procedure No. 7)

GENERAL SAFETY PRACTICES:

READ and DISCUSS each safety practice.

INTRODUCING THE LESSON

Request show of hands of learners who have actually handled a mentally ill person. ASK learners which used persuasion, which force. Have one of each relate experience.

"Inform the class that the technique which provides for the greatest margin of safety to all concerned and assures the safe arrival of the mentally ill person at the designated facility is the one they must strive towards."

1. QUICKLY review Step 1 and Key Points, Answer any questions.

LAW ENFORCEMENT OFFICER TRAINING

	STEPS		KEY POINTS
		.3	Person to be contacted or complainant and address
		.5	Requesting repeat of information not understood
2.	Proceed to scene	2.1	Arranging for pick-up of restraint equipment
		.2	Driving safely
		.3	Avoiding use of red light and siren unless otherwise instructed
		.4	Planning personal operations from known information
3.	Arrive at scene	3.1	Selecting parking place
		.2	Parking properly
		.3	Giving dispatcher exact location
		.4	Signalling "out-of-service"
		.5	Recording time of arrival
		.6	Removing ignition key
		.7	Taking required equipment
		.8	Carrying restraint equipment in weak hand behind back
		.9	Entering all premises with caution
		.10	Approaching all persons and things with caution
4.	Observe scene and situation	4.1	From a selected safe location
		.2	Noting:
		.1	Actions of mentally ill person and others
		.2	Potential weapons
		.3	Exits
		.4	Conversation (s)
		.3	Determining and calling for assistance, as required
		.4	Planning future action
		.5	Watching mentally ill person constantly

MENTALLY ILL PERSON, HANDLING

2.1 CITE examples of how this may be accomplished or ASK class for examples.

.4 CITE examples of known information: changes in trafficways, personal knowledge of person involved, best approach to location, etc.

3.1 EXPLAIN that the selection should provide for easy access to the patrol car over the least distance possible.

.2 So as not to create a hazard.

.3 EMPHASIZE

.8 This is done just in case the mentally ill person is watching - this device may be the spark to set off violence.

4.1 ASK learners to cite examples of locations better than others.

.2.2 ASK learners to cite examples of potential weapons.

.4 ASK learners what might be learned from conversations-be certain identification and what happened are brought out.

.3 EMPHASIZE when it is not within the officers capability to handle he must request assistance.

.4 This is what you will do, according to what has been observed.

LAW ENFORCEMENT OFFICER TRAINING

STEPS		KEY POINTS	
		.6	Taking immediate action to protect life or preserve the peace
5.	Gather information	5.1	To assist in planning approach
		.2	Watching mentally ill person constantly
		.3	Talking to:
		.1	Persons present
		.2	Relatives or friends having personal knowledge
		.3	Mentally ill person
		.4	Using gentle voice and calm approach
		.5	Avoiding controversy
		.6	Finding out who-what-when-where-how and why.
		.7	Determining, when possible if physical injury or illness is cause of mental illness
		.8	Requesting person (s) not involved to leave
		.9	Keeping strong hand side (weapon side) away from person being spoken to
		.10	Isolating mentally ill person from:
		.1	Potential weapons
		.2	Exits
		.3	Other persons, as appropriate
6.	Take into custody	6.1	Searching for weapons
		.2	Using gathered information to plan approach
		.3	Having assistance from female officer or trusted adult woman for females
		.4	Using restraining devices as needed
		.5	PERSUASION FIRST - FORCE LAST

MENTALLY ILL PERSON, HANDLING

.6 Even if the officer cannot devote time to observing he can still observe as he approaches and react accordingly.

5. EXPLAIN that to gather information provides the officer with critical information needed for devising a technique which will be best for the problem at hand.

.2 EMPHASIZE

5.3 thru Talking to people can provide the officer with what he needs to
5.3.3 know particularly in receiving a clue as to how to approach the
mentally ill person.

.4 EMPHASIZE

.5 Controversy only adds to the problem and may cause violence.

.7 Sometimes medical care may have to be provided - particularly if person is confined to jail temporarily.

6.1 Every mentally ill person should be searched for weapons as soon as possible.

6.2 ASK learners to illustrate how particular information might guide their approach: finding out they have never been in a patrol car-interested in baseball-football-golf, etc.

.4 There are times when the mentally ill person will submit voluntarily and a restraining device is not needed, but the officer should still protect himself by having someone the person trusts go along with them.

Training Procedure No. 7

LAW ENFORCEMENT OFFICER TRAINING

STEPS	KEY POINTS
a. Persuasion	a.1 Approaching slowly, cautiously and calmly
	.2 Taking position out of arm and leg reach
	.3 Using gentle voice
	.4 Watching constantly
	.5 Avoiding sudden movements
	.6 Assuring person you will help
	.7 Answering questions honestly
	.8 Ignoring insults, profanity, or actions, that will not do bodily harm
	.9 Refraining from use of words such as, hospital, crazy, nuts, looney, etc.
	.10 Requesting that he or she accompany you
	.11 Showing kindness and understanding
	.12 Keeping restraining device out of sight
b. Force	b.1 Using ONLY that amount necessary to bring person under control
	.2 Maneuvering person into best position to apply physical restraint
	.3 Using take down hold (see Appendices H,I,J)
	.4 Securing with restraining device (see Appendix K)
	.5 Handcuffing as a last resort or until able to get appropriate restraint device
	.6 Using blankets, sheets, rugs, stretchers to hold violent persons
	.7 Indicating type of physical action used and reason on appropriate report form

MENTALLY ILL PERSON, HANDLING

.5.a *ARRANGE for a demonstration of step and key points by selecting a learner beforehand and going over key points with him. You as the instructor play the role of the mentally ill person. Have learner officer follow key points to No. 7. Then upon your calling him some vile name, have him resort to physical restraint on you.*

POINT out to class and EMPHASIZE that this is not the right way, that as officers we must accept verbal abuse as part of the job.

.b.1 EMPHASIZE

.2 *Using class room, point out locations in room best suited — EMPHASIZE NOT ALLOWING PERSON TO GET INTO CORNER OR ON TOP OF ANYTHING.*

.3 *Refer to Appendices H,I,J. DEMONSTRATE and have class practice by teams.*

UPON COMPLETION of practice of 6.5.b.3, allow class to remain in teams; cover key points 6.5.b.4, then 6.5.b.7. Then demonstrate handcuffing (Be sure to emphasize that this is the last resort with mentally ill), putting on straitjacket, using leather anklets and wrist lets, using rug, blanket, sheet.

Training Procedure No. 7

LAW ENFORCEMENT OFFICER TRAINING

	STEPS		KEY POINTS
7.	Remove mentally ill person from scene	7.1	After searching for weapons
		.2	Transporting to appropriate facility or authority
		.3	Placing person in safest location in vehicle:
		.1	Front seat when alone
		.2	Rear seat if safety screen provided
		.3	Right rear seat next to brother officer if accompanied
		.4	Requesting relative or friend who is trusted by mentally ill person to accompany you if alone
		.5	Removing purse and spike heeled shoes from females
		.6	Having sedative administered by doctor when person is violent and great distance to be traveled
		.7	Keeping constantly alert against personal attack
8.	Process person	8.1	Watching person constantly
		.2	Being careful when alighting from patrol car
		.3	Holding or watching, as appropriate, person after removal from patrol car
		.4	Escorting to proper authority:
		.1	Committing magistrate
		.2	Admitting office of appropriate facility
		.5	Detaining at jail facility only as last resort or according to departmental procedure
		.6	Transporting to facility designated by magistrate
		.7	Following procedures of facility
		.8	Having necessary commitment or admission papers, as required
		.9	Providing information and signing forms as appropriate

MENTALLY ILL PERSON, HANDLING

7.1 EMPHASIZE

.2 This is predetermined by department procedure - It may be to a hospital facility - jail or committing magistrate.

.4 If the individual comes along voluntarily and no restraint devices are used it is advisable to have someone else along just in case.

.6 This serves a very practical function by making the person easier to handle and the trip more pleasant.

.7 EMPHASIZE

8.1 EMPHASIZE

.2 EMPHASIZE

.3 In the instance where the person has voluntarily submitted, careful attention must be paid at this time for upon sight of the facility or authority they may break and run.

.8 ***OBTAIN** sample copies of various forms used for mentally ill persons.*
***SHOW** and allow group to pass them around for viewing.*

LAW ENFORCEMENT OFFICER TRAINING

	STEPS		KEY POINTS
		.10	Acquiring necessary forms for return to department or committing magistrate
		.11	Accompanying attendant to assist, as needed
		.12	Recording all personal property removed
		.13	Having person removing property, sign list
9.	Submit reports	9.1	To supervisor as required
		.2	Before going off duty
		.3	Including all required documents and information

MENTALLY ILL PERSON, HANDLING

8.10 **EMPHASIZE:** These documents must be handled properly to preclude a possible civil suit.

8.12 **EMPHASIZE**

Training Procedure No. 8

THE SERVICE AND RETURN OF COURT DOCUMENTS, HANDLING

INTRODUCTORY INFORMATION:

The courts in order to function in accordance with our system of jurisprudence use various documents. These documents either notify or have brought before the court persons or things for the purpose of administering justice.

Court documents issued for service are either criminal or civil in context. The documents are varied and the handling procedure is based on the type of document. Once the document is drawn by the court it then, usually, is an assignment for an officer to "serve and return" it. State statute governs the document from its inception. It also fixes responsibility and provides the penalty for improper service.

Special knowledge and certain skills are required to properly handle this assignment. When this knowledge and these skills are acquired, the officer is then better prepared to handle the assignment. Proper service reflects the efficiency of the officer and aids in the smooth functioning of the court in its administration of justice.

EQUIPMENT NEEDED:

Directory, City and/or County
Handcuffs
Map, City and/or County
Notebook, Pocket
Pen
Pencil
Uniform of the day

GENERAL SAFETY PRACTICES:

Being certain all documents are executed in accordance with the law and departmental procedure.
Be constantly alert for potential personal hazards
Approach all persons and things with caution
Notifying dispatcher before leaving patrol car
Keeping arrestee under control and in view at all times
Constantly watching person being served document
Park properly

Teaching Guide No. 8

THE SERVICE AND RETURN OF COURT DOCUMENTS, HANDLING

TIME ALLOTTED: 3 hrs.

OBJECTIVES:

1. To make the officer aware of the complicated nature of court documents and their handling according to law.

2. To make the officer performing this task an efficient arm of the court and the department.

TEACHING AIDS:

The following items are needed in addition to those listed in the Procedure.

Blank copies of as many as can be obtained of the following forms: (Contact local Sheriff-Clerk of Common Pleas, Municipal, or Probate Court and request forms). (See App. L)
Refer the following Chapters and sections to learners for study.

Ohio Civil Manual (Study Chapters 2703–2317–Sections 2317.11 through 2317.15 inclusive, 2329–Sections 2329.09 through 2329.58–Section 2331.01–Section 2309.68 and 2309.69–Section 2713.05 through 2713.08.
Ohio Criminal Manual (Sections 2941.36 through 2941.38–2941.47, section 2939.03–Sections 2313.25–2313.30.

REFERENCE:

Law Enforcement Officer Training, Learner's Manual: Basic Course-Unit II, Procedure No. 8.

INTRODUCING THE LESSON:

Use and discuss the Introductory Information in the procedure. Also inform learners that constructive service by publication or mail will be defined only. (See App. M)

DISCUSS with and have learners CITE examples of why for each general safety practice.

Training Procedure No. 8

LAW ENFORCEMENT OFFICER TRAINING

	STEPS		KEY POINTS
1.	Receive assignment and information	1.1	From supervisor or person in charge of document service
		.2	Asking if there are any special instructions
		.3	Recording date and time assignment received
2.	Identify document (s) and type of service	2.1	Criminal or civil (See App. L)
		.2	Personal or residential service (See App. M)
		.3	Check for:
		.1	Name of person to serve and return
		.2	Proper signature
		.3	Proper seal of court
		.4	All blanks are properly filled in
3.	Plan service	3.1	Using county or city directory, phone book and Post Office as sources for checking addresses
3.a	criminal	a.1	Gathering necessary information about person named in warrant, such as:
.1	warrant to arrest	.1.1	Name and alias if used
		.1.2	Physical description from head to toe
		.1.3	Location of arrestee:
		.1.3.1	Residence
		.1.3.2	Place of employment
		.1.3.3	Places often frequented
		.1.3.4	Relatives or friends homes
		a.2	Background information
		.2.1	Past record and arrests
		.2.2	Behaviorial pattern
		a.3	Requesting assistance as needed
		a.4	Consulting with proper authority when in doubt

THE SERVICE AND RETURN OF COURT DOCUMENTS, HANDLING

1. Quickly REVIEW - learners have had this material before.

2. *DEFINE each type of service from Glossary (Appendix M), then explain that if the officer is in doubt as to type of service, he should consult with person in authority or the Criminal or Civil Code Section pertaining to the document and its service.*

.1 *SHOW and distribute court documents to learners – identify and define Criminal and Civil. ILLUSTRATE by referring to Chapter 2703 of the Ohio Civil Manual.*

.3 EXPLAIN that if the document does not appear to be proper it should be returned to the supervisor or person giving assignment and attention called to the error before serving.

3. SHOW various directories and EXPLAIN that the postmaster or employee is not obligated to reveal addresses but will do so if properly approached by an officer.

.a.1 TELL learners the more information gathered about potential arrestee the better prepared the officer is for the arrest - ASK learners to CITE examples of sources of information-records-other officers-friends-etc.

.a.1.3 EXPLAIN that oftentimes the arrest will not take place at the residence of the person. Have learner CITE examples.

.a.2 ASK learners how this information will help.

.a.3 CITE examples-armed felon-known fighter.

.a.4 EXPLAIN that if there is any doubt as to the validity of the warrant questions should be asked.

LAW ENFORCEMENT OFFICER TRAINING

	STEPS		KEY POINTS
.b	civil	b.1	Selecting and arranging documents to save miles and time on the basis of:
		.1.1	Priority
		.1.2	Location to be served
		.2	Arranging for necessary assistance
4.	Execute service	4.1	After checking validity of document
		.2	According to document being served
		.3	Greeting recipient courteously
		.4	Being constantly alert to personal attack
		.5	Answering questions politely and referring to proper authority when answers not known
		.6	Using persuasion first to obtain compliance with court document, force only as last resort
		.7	Handcuffing as appropriate
.a	Personal	4.a.1	Establishing identity of recipient
		.a.2	Following instructions according to type of document, EXAMPLES:
		.a.2.1	Reading injunction clauses
		.a.2.2	Padlocking establishment
		.a.2.3	Attaching property
		.a.2.4	Collecting monies
		.a.3	Handing document to person named therein
		.a.4	Recording:
		.a.4.1	Time - E.S.T. - D.S.T. or other
		.a.4.2	Date
		.a.4.3	Place if different than address listed
		.a.5	Selecting safe place to stand
		.a.6	Avoiding legal advice

THE SERVICE AND RETURN OF COURT DOCUMENTS, HANDLING

3.b.1.1 CITE examples of priority-injunctions, divorce and other, order of attachment, etc.

.1.2 EXPLAIN that documents should be arranged in order which they are to be served.

.2 CITE examples - appraisers-watchman-etc.

4.1 Making certain document is in good order and you know the type of service involved: ***SHOW document and indicate things to be checked.***

.2 This is either Personal or Residential and including any special instructions.

.3 ASK recipient to identify self so that proper name may be used.

.4 CITE examples or have learners CITE examples of incidents involving physical violence while serving documents.

.5 The person may have pertinent questions that you may not have the answer to, REFER the person to the proper source, who may be; Clerk of Courts, attorney, Civil Chief Deputy, prosecutor, etc.

.6 CITE examples of persuasion and under what circumstances force might be used: EXAMPLES: Appealing to persons sense of moral right; physically restraining on a warrant to arrest or attachment of property, etc.

.7 It may become necessary to physically restrain this person to prevent injury or preserve the peace: EXAMPLE: Reading an injunction in divorce action may cause the husband to go berserk.

4.a.1 EMPHASIZE that proper person is being served: HAVE learners bring out how this identification might be obtained.

.a.2.1 DEMONSTRATE by having learner read injunction.

.a.2.2
.a.2.3
.a.2.4 } DISCUSS and CITE examples of these occurances or have learners CITE examples from their experiences.

.a.4 DISCUSS the recording procedure and EMPHASIZE that this is critical to the proper service and permanent record concerning the document. Key Points 4.a.4.1 thru 4.a.4.3.

.a.5 EMPHASIZE and discuss situations and what places would an officer stand-in a home, business, outdoors, etc.

.a.6 EMPHASIZE and TELL learners that they should confine their advice to the type of document only i.e. tell the person it is a summons and what it means: refrain from discussing points of law or naming attorneys to consult.

LAW ENFORCEMENT OFFICER TRAINING

	STEPS		KEY POINTS
.b	Residential	4.b.1	Establishing if person named actually resides at the address listed on document, by:
		.b.1.1	Checking with neighbors
		.b.1.2	Checking with person answering door
		.b.2	Recording data according to State Statute and departmental procedure
5.	Record and return data	5.1	According to State Statute and departmental procedure
		.2	Including:
		.1	Date served
		.2	Time served
		.3	Address (if different)
		.4	Mileage
		.5	Service by whom
		.3	Returning all information and records to appropriate person
		.4	Including information useful to department

THE SERVICE AND RETURN OF COURT DOCUMENTS, HANDLING

4.b.1 DISCUSS Key Points 4.b.1 thru 4.b.2 and have learners CITE examples from experience.

5.1 DISCUSS

.2.1 EMPHASIZE correct date.
.2.2 EMPHASIZE correct time and what time zone E.S.T. or D.S.T.
.2.3 Sometimes the address is different than on the document, future documents may be addressed properly if the right address is included on the return.
.2.4 Correct mileage is necessary for the fees and departmental records
.2.5 EMPHASIZE that identification of the officer is important, especially for future reference should any questions arise as to the document and its service.
.3 This is established by departmental procedure.
.4 EMPHASIZE that an officer assigned the task of serving papers has access to many homes and businesses and his powers of observation may provide useful information for the department e.g. unusual activity, business security survey information, changes in ownership of home or business, etc.

Training Procedure No. 9

CRIME PREVENTION PROCEDURES, HANDLING

INTRODUCTORY INFORMATION:

A fundamental objective of every police agency is that of crime prevention. The procedures developed, adopted, and implemented to attain this objective helps to partially contain the crime problem facing our nation. Crime has shown an insidiously steady increase down through the years. Combating it is a tremendous task requiring the efforts and resources of all persons. However, the law enforcement officer is directly charged with this task. Subsequently, the aid of persons and things, enlisted by the officer, will contribute substantially to making his task a little easier. Education of the public in safeguarding each other and their property by reporting any incident which may be criminal will contribute most to this combat. Therefore, it can be readily noted that each officer must strive to convince the public, that law enforcement is concerned with their welfare and property. Furthermore, that through cooperation, life, liberty, and the pursuit of happiness will have more meaning. The criminal element of our society will soon realize that total war has been declared, when crime prevention procedures are employed by the public as advocated by law enforcement.

EQUIPMENT NEEDED:

Brochures, pamphlets, etc., crime prevention techniques (see App. N)
Card, Business (officers)
Log, Field Notebook
Report, Security Survey
Report, Unoccupied Home

GENERAL SAFETY PRACTICES:

Be certain that information is offered only to reputable persons

Making certain any quotes of the law are correct and clearly understood

CRIME PREVENTION PROCEDURES, HANDLING

TIME ALLOTTED: 3 hrs.

OBJECTIVES:

1. To assist the officer in becoming better acquainted with persons on his beat.
2. To stress the value to be obtained through a crime prevention program.

TEACHING AIDS:

Same as those listed in Learners Manual plus those you may develop or obtain.

REFERENCE:

Law Enforcement Officer Training, Learners Manual:
Basic Course-Unit II Procedure No. 11

GENERAL SAFETY PRACTICES:

Discuss each safety practice - Ask learners to interpret in their own words.

INTRODUCING THE LESSON:

Inform learners: "The cooperation of the public is mandatory to a crime prevention program undertaken by a law enforcement agency. The eyes and ears of law enforcement is every officer and every person on his beat. Without mutual aid crime will continue to win thereby defeating the moral fiber of our society."

Training Procedure No. 9

LAW ENFORCEMENT OFFICER TRAINING

	STEPS		KEY POINTS
1.	Learn techniques (See App. O)	1.1	Studying specific crime and literature concerning it
		.2	Devising ways and means of preventing or deterring the criminal act
		.3	Referring to the law to substantiate technique for prevention
		.4	Utilizing all available resources for already prepared materials (See App. N)
		.5	Committing technique to memory or recording step-by-step procedure
		.6	Discussing with brother officer (s)
2.	Approach person (s)	2.1	Greeting courteously
		.2	Speaking confidently
		.3	Explaining "why" you're there
		.4	Offering to meet with them another time if too busy
		.5	Determining their interest by questioning
		.6	Allowing person to offer their views
3.	Advocate technique	3.1	According to departmental procedure
		.2	After obtaining necessary clearance from supervisor
		.3	Offering ONLY to reputable persons
		.4	Motivating person to want to participate
		.5	Including detailed discussion so that it is clearly understood

CRIME PREVENTION PROCEDURES, HANDLING

1.1 The more known about the crime the better prepared is the officer to combat it. This will mean searching departmental records at times to determine the M.O. (modus operandi) of the criminal and the manner in which a specific crime is committed.

.2 Once the majority M.O. is discovered then ways can be determined to offset the criminal's method of operation: e.g. the criminal enters a window in most instances, advise owner to tape window with alarm, place steel mesh or bars over window, etc. HAVE learners CITE other examples.

.3 It must be remembered that any prevention technique developed must be within the legal requisites of the law.

.4 SELECT a few of the various sources for materials from Appendix N ASK learners what type of materials these sources may offer.

.5 Many techniques covering a wide field of crime would be almost impossible to remember. It would be best to record them in the field notebook for reference.

.6 It goes without saying that, "two heads are better than one."

2.3 Saying something to the effect that your department is genuinely interested in their welfare and property and that you are working toward a crime prevention program for the department, that will benefit all concerned.

.4 There will be times that the merchant or person is too busy to talk and if you push the information onto them, they are too busy to listen therefore your time is wasted - call back at another time.

.5 EXAMPLE: "Do you have any specific problems that we may possibly assist you?" or "Have you noticed anything which seemed out of the ordinary for our neighborhood or community?"

.6 This provides the person with an opportunity to unload and oftentimes inadvertently divulging valuable information.

3.1 Departmental procedure may set forth the regulations covering this type of activity.

.2 Each officer knows his beat and workload, consequently the time that can be devoted, by permission, to this detail. ASK learners what procedure is followed by their department?

.3 ASK learners whom they would consider reputable persons?
This is best accomplished by appealing to their self interest and community welfare. Have learners CITE other EXAMPLES of how a person might be motivated to participate.

.5 REMEMBER that if the procedure or technique is not clearly presented the individual cannot be expected to follow through.

LAW ENFORCEMENT OFFICER TRAINING

	STEPS		KEY POINTS
		.6	Including any civil or physical dangers involved.
		.7	Learning necessary printed information, material, etc.
		.8	Recording name, address, telephone number, of person, date contacted and technique advised.
		.9	Using appropriate departmental forms.
4.	Follow-up	4.1	Returning periodically to person advised.
		.2	Advising of any new ideas or changes in technique.
		.3	Checking on any items that may need replacement.

CRIME PREVENTION PROCEDURES, HANDLING

.6 CITE EXAMPLES: fire arms kept by person for protection, civil and legal liability is involved if improperly used: what may happen during a robbery should the person frustrate or anger the robber, etc.

.8 This information should be submitted on a departmental form and/or contained in the field notebook for future reference and follow-up.

.9 EXAMPLES: Business Security Survey Report - Unoccupied Home Report.

4.1 Explain that by following-up, the person contacted is assured that this is not a one-shot deal or fly-by-night program. It also provides a means of evaluating the crime prevention program or specific procedure for the department.

.2 The department and officer should keep abreast by constantly searching out and evaluating new ideas or techniques.

.3 Items such as posters, pamphlets, brochures, identification cards, etc., may deteriorate or be used-up.

Upon conclusion of this lesson unit advise the learners that each of them is to make a contact with a person and advocate a crime prevention procedure. This is to be done before the next meeting so that each may describe to the class what they did and the response of the person contacted.

SUSPICIOUS PERSONS, HANDLING

INTRODUCTORY INFORMATION:

Prevention of crime is one of the primary responsibilities facing a law enforcement officer. Ideally, the lack of crime on the beat is the goal towards which the officer strives. One of the yardsticks of measuring an officer's ability in patrolling is the incidence of crime on his beat.

A method of suppressing crime on the beat is to handle suspicious persons. Many times the so called "routine stop" will deter the commission of a criminal act. However, it must be remembered that the individual enjoys the freedom of coming and going as he chooses. The determination of whether the individual is suspicious or not is critical. It must be based on sound procedure from the standpoints of legality and personal safety.

EQUIPMENT NEEDED:

Flashlight
Notebook, Field
Pen, Ballpoint
Pencil, Mechanical
Report, Persons (See App. P)

GENERAL SAFETY PRACTICES:

Assume defensive stance while talking
Keep alert to movements of person
Keep hands free
Watch for associates

SUSPICIOUS PERSONS, HANDLING

TIME ALLOTTED: 3 hrs.

OBJECTIVES:

1. To improve the officers ability to patrol more effectively.
2. To advocate sound procedure to aid in the suppression of crime.
3. To alert the officer to the inherent dangers both physical and legal involved in stopping persons.

TEACHING AIDS:

The following items are needed in addition to those listed in the procedure.

Holster - shoulder or hip
Weapons, two - .38 Cal. or .45 Cal. Also .25 Cal. or .38 Cal. Snub Nose

REFERENCE:

Law Enforcement Officer Training, Learners Manual: Basic Course - Unit II Procedure No. 10.

INTRODUCING THE LESSON:

Tell learners there are no set rules which will determine who and when to stop a person for an interview. Rather the decision to stop the person is based on the circumstances surrounding each case. Usually the circumstances will involve the place, time, appearance and/or actions of the person.

GENERAL SAFETY PRACTICES:

DISCUSS each with learners

Training Procedure No. 10

LAW ENFORCEMENT OFFICER TRAINING

	STEPS		KEY POINTS
1.	Approach person	1.1	As soon as possible
		.2	Unfastening holster flap or strap
		.3	Scanning area
		.4	Selecting spot for interview
		.5	Moving in from rear and/or side
		.6	Constantly watching for movements
		.7	Using peripheral vision to detect approach of associate
		.8	Using available cover to protect back or side
		.9	Watching for objects person may discard
		.10	Noting:
		.1	Dress, for identification
		.2	Physical and mental condition
		.3	Personal physical characteristics
2.	Stop person	2.1	Addressing courteously as "Sir" or "Ma'am"
		.2	Stating "I would like to talk to you"
		.3	Using only enough voice volume to be heard
		.4	Standing to the right of and slightly sideways
		.5	Keeping out of arms or legs reach
		.6	Assuming defensive stance
		.7	Isolating person by moving to doorway, around corner, etc.
		.8	Identifying self by rank, name, and department
		.9	Explaining "I would like you to identify yourself"
		.1	Requesting person verbally give name, address, also to spell name
		.2	Asking for identification documents
		.3	Noting any discrepancies from verbal to document
		.10	Keeping constantly alert to personal attack
		.11	Noting any unusual appearance or action

SUSPICIOUS PERSONS, HANDLING

1. QUICKLY review the key points as the learners have had this material previously. ALLOW learners to ask questions about any of the key points.

.7 *DEMONSTRATE by selecting three (3) learners--- instruct one to be the officer, one as suspicious person, the other as an associate of suspicious person. Have learners go outside (use inside during inclement weather) and observe approach by officer. DURING demonstration have associate approach officer from blind side of officer to emphasize danger involved.*

2.1 EMPHASIZE

.2 DEMONSTRATE

.4 SELECT learner and DEMONSTRATE correct position

.9 Tell officers, "That the mere accosting and making inquiries of a person by an officer does not constitute an arrest". The precedent is Hopper V. Mabley & Co., Vol. 14, Ohio Decisions Nisi Prius, p. 236.

.11 Have learners CITE EXAMPLES - bulge in pocket, overcoat in summer, nervousness, hesitant speech, gloves in warm weather, perspiring profusely, turning into alley on sight of officer or patrol car, carrying large bundles, suitcases, toolbox, shopping bags, etc.

LAW ENFORCEMENT OFFICER TRAINING

	STEPS		KEY POINTS
		.12	Having person assume spread-eagle position against vertical surface if dangerous or known felon
3.	Question person	3.1	Politely
		.2	Determining:
		.1	Why person is in area
		.2	Method of travel: walking, riding
		.3	How long in area
		.4	Coming from where and going where
		.5	Employed by whom and where
		.3	Maintaining defensive stance
		.4	Keeping hands free
		.5	Obtaining character check from dispatcher, as appropriate at the time
4.	Record information	4.1	After or during interview, as appropriate
		.2	Being certain all information on Persons Report is obtained
		.3	Using form contained in field notebook when necessary
		.4	Location of interview including date, time, day of week
		.5	Using notebook log if satisfied person is law abiding
5.	Submit report (s)	5.1	To supervisor
		.2	Using supplemental report for further explanation
		.3	Being certain reports are detailed and correct

SUSPICIOUS PERSONS, HANDLING

3. TELL learners that "the questioning process should contain the necessary elements in determining the who, what, why, when, where and how." TELL learners that if they record information as received from the person, they can tell the person that they keep personal notes on everyone talked to; and this information is strictly confidential to the department.

.5 EXPLAIN that it may or may not be appropriate during the interview to obtain the character check, the officer must decide this - have learners CITE EXAMPLES.

4.1 EXPLAIN: Persons being interviewed generally are reluctant to give information if they are aware of its being recorded, however, the officer cannot memorize all the information so it becomes necessary at sometime during the interview that the officer brings out the notebook. Other explanations that can be offered the person to dispel the reluctance, could be; this is not a criminal record; this is not an indication of arrest; this is for your benefit as proof of your whereabouts.

.3 The "when necessary" is based on circumstances surrounding the interview that would lead the officer to believe it necessary to submit a report.

.5 Explain that if the Persons Report is not used the officer should still record pertinent information in his notebook log.

5. TELL learners that when a system of maintaining these reports is initiated they become an invaluable asset to the department in many ways, for example: learning who has been in area of crime occurrence; officers on each watch may scan them and learn who to watch for on their beat; associates are made known; a valuable asset in interrogation of suspects.

Upon conclusion of lesson unit, have learners pair off to practice handling suspicious person. Do this outside, if practical, simulating field conditions. CHECK learners, being certain they are following steps and key points.

Training Procedure No. 11

DEAD ON ARRIVAL, HANDLING

INTRODUCTORY INFORMATION:

Death reported to a law enforcement agency must be investigated. The handling of a death by an officer is a task that leaves no margin for error. There are facts and determinations to be made that will present a serious challenge to the officer's ability to reconstruct what happened. The officer shall investigate by patient inquiry, observation and examination. Facts surrounding any death must be ascertained and oftentimes further corroborated by the coroner and/or a pathologist before it is listed in one of the following categories of death: natural causes, accidental, suicide or homicide.

EQUIPMENT NEEDED:

- Bags, Evidence
- Camera
- Clipboard
- Compass
- Containers
- Crayon, Marking (yellow lumber)
- Flashlight
- Handcuffs
- Knife, pocket
- Notebook (with forms)
- Paper, graph
- Pen, Ballpoint
- Pencil, Mechanical
- Ruler
- Tape 100' - Metal Reinforced cloth
- Tape 10' - White Surface Spring steel tape

GENERAL SAFETY PRACTICES:

- Be calm
- Be constantly alert for personal hazards
- Keep dispatcher properly informed
- Be sure that you understand and are understood

	STEPS			KEY POINTS
1.	Receive assignment and information	:	1.1	From dispatcher
		:	.2	Acknowledging call immediately
		:	.3	Identifying unit and give location
		:	.4	From citizen, notifying dispatcher
		:	.5	Stopping patrol car before writing
		:	.6	Recording on patrol car desk pad:
		:	.1	Time call received
		:	.2	Location of scene
		:	.3	Person to be contacted and/or complainant and address
		:	.7	Requesting additional information

Teaching Guide No. 11

DEAD ON ARRIVAL, HANDLING

TIME ALLOTTED: 3 hrs.

OBJECTIVES:

1. To acquaint the learner with the proper method of handling dead on arrival cases.

2. The importance of the preliminary investigation.

TEACHING AIDS:

The following item in addition to those listed in the Procedure.

Gun - issued or approved by department.

REFERENCE:

Law Enforcement Officer Training, Learner's Manual; Basic Course-Unit II Procedure No. 9

INTRODUCING THE LESSON:

EXPLAIN to the learners that each investigation of a death will be different. The circumstances and officer's observation will determine to what extent the investigation will be conducted.

GENERAL SAFETY PRACTICES:

Discuss each with learners

1. STRESS the importance of getting the information correct.

.6 REVIEW all key points stressing the importance of accurate records.

LAW ENFORCEMENT OFFICER TRAINING

	STEPS		KEY POINTS
		.8	Repeating location of scene for verification by dispatcher
		.9	Acknowledge receipt of transmission
2.	Proceed to scene	2.1	Immediately
		.2	Driving safely
		.3	Using most expeditious route
		.4	Using beacon light and siren as instructed
		.5	Planning personal operations based on known information
		.6	Watching for persons or vehicle fleeing scene
3.	Arrive at scene	3.1	Park properly
		.2	Identifying cars parked near the scene-record license number (s)
		.3	Giving dispatcher exact location
		.4	Signaling dispatcher "Out of Service"
		.5	Recording time of arrival
		.6	Removing ignition key from patrol car
		.7	Taking required equipment
		.8	Unfastening holster flap
		.9	Alighting from patrol car with caution
		.10	Locking patrol car, as appropriate
		.11	Approaching and entering scene with caution
		.12	Being alert to personal safety hazards
		.13	Requesting everyone to remain at scene
		.14	Identifying self if in plain clothes
		.15	Determining if medical help has been summoned

DEAD ON ARRIVAL, HANDLING

2.1 STRESS the importance of time.
.2 STRESS importance of the officer arriving at the scene.

.4 EXPLAIN that the dispatcher in receiving the call can often determine if red light and siren should be used. The known circumstance will govern the use of light and siren.
.5 EXPLAIN that this saves the officer time and permits him to take immediate action.
.6 EXPLAIN that this may be an important witness or the perpetrator.

3.1 EXPLAIN the importance of proper parking and having the patrol car ready for further emergency.
.2 One or more vehicles may belong to parties involved or to witnesses.

.3 CITE example where locations of incident are different than broadcast.

.5 EXPLAIN the importance of time element.
.6 EXPLAIN this protects your equipment.

.11 STRESS officer's safety also the preservation of evidence and the crime scene.
.12 CITE examples.

.13 EXPLAIN that this keeps witnesses and participants available till information has been obtained.
.14 EXPLAIN the importance that the individuals involved know that you are an officer.
.15 EXPLAIN this can save time and CITE examples.

Training Procedure No. 11

LAW ENFORCEMENT OFFICER TRAINING

	STEPS		KEY POINTS
4.	Observe scene and situation	4.1	Appearing and keeping calm
		.2	Noting:
		.1	Unusual conditions or activities in area
		.2	Physical and mental condition of persons present
		.3	Weapons in the area
		.4	Being alert to conversations
		.5	Determining course of action
5.	Take action	5.1	Determining if victim is apparently dead:
		.1	Feeling for pulse or heart beat
		.2	Observe for breathing
		.3	Looking for obvious apparent cause of death
		.2	Remembering to preserve the scene
		.3	Summoning Coroner:
		.1	By notifying Dispatcher
		.1	By radio
		.2	By public service
		.3	Selecting person to call dispatcher
		.4	Standing by till coroner arrives, if death appears natural
		.5	Arresting perpetrator if on scene and evidence warrants
		.6	Continuing action if death appears unnatural continue action by:
		.1	Photographing scene
		.2	Sketching scene
		.3	Collecting and preserving evidence
		.4	Interviewing persons at scene
		.5	Requesting bystanders to leave
		.6	Recording data about witnesses
		.7	Requesting witnesses to write account of incident

DEAD ON ARRIVAL, HANDLING

4.1 EMPHASIZE the calming effect this will have on persons involved. Also will permit more efficient handling of incident.

.2.1 CITE some of the unusual conditions. How the activities can effect your course of action.
.2 CITE how this can avoid further problems.
.3 CITE different types of weapons. Guns, knives, clubs, gases, etc.
.4 This is valuable as evidence and will contribute to the solution of the case.

5.1 Very important to be sure subject is dead and beyond help.

.2 Review crime scene presentation step 8 of Training Procedure No. 6 Learner's Manual Basic Course Unit I.
.3 It is required by law that the coroner rule on all deaths other than natural.

.6.1 Review from Basic Course I Learner's Manual, Handling Felonies, Crime Scene Investigation step 11 key points.
.2 Refer to Basic Course I Learner's Manual, Handling Felonies, Crime Scene Investigation step 12 key points.
.3 Refer to Basic Course 1 Learner's Manual, Handling Felonies, Crime Scene Investigation steps 13 thru 16 key points.
.4 Refer to Basic Course I Learner's Manual, Handling Felonies, Preliminary Investigation Primary Phase step 9 key points.
.5 STRESS that this will reduce confusion.
.6 ASK class what data will be recorded.
.7 Point out how valuable this will be in the record of the case.

LAW ENFORCEMENT OFFICER TRAINING

	STEPS		KEY POINTS
6.	Follow-up	6.1	Completing unfinished details
		6.1.1	Being certain next of kin has been notified
		.2	Locating and arresting perpetrator after warrant issued
		.3	Gathering additional facts
		.4	Leads furnished or discovered
		.5	Recording exact cause learned from coroner or pathologist, as appropriate
7.	Submit reports	7.1	According to departmental procedure
		.2	To supervisor
		.3	Including all pertinent information
		.4	Using Report of Death form (See App. R)
		.5	Editing and reviewing before submitting

DEAD ON ARRIVAL, HANDLING

6.1 Important to recheck to be sure that all points are covered.

.2 Point out the various methods of locating the perpetrator and the proper method of arrest with a warrant.

.4 STRESS the importance of following up all leads.

.5 Point out that coroner or pathologist are the only ones that can give the exact cause of death. A police officer is not a doctor.

Training Procedure No. 12

LAW ENFORCEMENT OFFICER TRAINING

EMERGENCY CARE - FIRST AID

INTRODUCTORY INFORMATION:

A law enforcement officer administers emergency care usually because he is the first person of authority to arrive at the scene. The officer should be able to give proper care until such time as professional medical help is acquired.

Emergency care procedures require special skills, techniques and knowledge. When these are learned and practiced the officer in certain instances may be able to restore breathing or heart beat, check the loss of blood and prevent shock. The saving of a human life by an officer administering proper care will win the admiration of all concerned.

EQUIPMENT NEEDED:

Blankets
First aid kit
Tourniquets
Compresses
Airways (infant and adult)

GENERAL SAFETY PRACTICES:

Keep calm
Be alert for potential personal hazards.

Teaching Guide No. 12

EMERGENCY CARE - FIRST AID

TIME ALLOTTED: 12 hours

OBJECTIVES:

1. To acquaint the learner with the proper methods to administer emergency care.
2. To stress the importance of administering emergency care only when a life is endangered.
3. To develop within the officer the assurance that he can capably handle a situation in which a human life is at stake.

TEACHING AIDS:

Same as those listed in Learner's Manual plus those you may develop or obtain. Certain aids may be acquired from the local Heart Association and the Red Cross.

Movie - "Pulse of Life" - Available usually at local Heart Association
Resusci-Anne - Available usually at local Heart Association
Red Cross - Fire Department

GENERAL SAFETY PRACTICES:

Discuss each practice.

PRESENTING THE LESSONS:

Use the introductory information.

"Tell Learners that the next 12 hours will be devoted to instruction in the proper methods to control bleeding, restore breathing and heartbeat and prevent shock. These are the occurrences most frequently encountered by an officer. It is not the intent of this course to teach basic First Aid. Each officer concerned with saving of life should acquire as much training as possible through the department or on his own. But, it must be remembered that an officer is not a doctor of medicine, consequently any unfamiliar physical injury or problem is beyond the officer's capabilities."

EXPLAIN the heart is a hollow muscular organ, about the size of an individual's fist, is located directly under the lower half of the sternum, leaning toward the left in the chest cavity. By its pumping action it keeps the blood circulating, under constant pressure throughout the body.

Arteries: Carry the blood from the heart to all parts of the body.
Veins: Carry the blood from the body back to the heart.
Lungs: Purify the blood.

Training Procedure No. 12

LAW ENFORCEMENT OFFICER TRAINING

CONTROL OF BLEEDING

STEPS		KEY POINTS
1. Examine injured person	1.1	Look for obvious bleeding
	.2	Check for blood stains on clothing
2. Identify type of bleeding a. Arterial	2.	Each type of bleeding has symptoms which identify the type
	2.a.1	Blood spurting
	a.2	Bright red in color
b. Venous	b.1	Blood flows steadily from wound
	b.2	Dark red in color
c. Capillary	c.1	Blood oozes from wound
3. Stop Bleeding a. Arterial digital pressure	3.a.1	Select pressure point between heart and wound
	a.2	Exert pressure with fingers or on one of the following pressure points as appropriate to location of bleeding:
	3.a.2.1	Temporal
	2.2	Facial
	2.3	Carotid
	.4	Subclavian
	.5	Axillary
	.6	Brachial
	.7	Brachial at bend of elbow
	.8	Radial and ulnar
	.9	Femoral - groin (heel of hand)
	.10	Femoral - thigh
	.11	Popliteal - back of knee

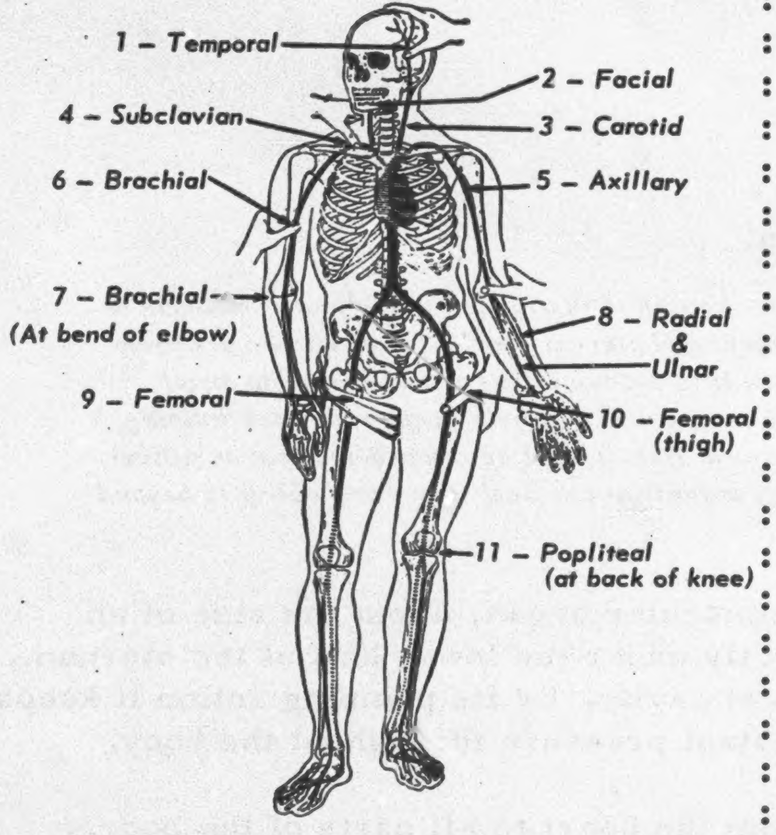

1 – Temporal
2 – Facial
4 – Subclavian
3 – Carotid
6 – Brachial
5 – Axillary
7 – Brachial (At bend of elbow)
8 – Radial & Ulnar
9 – Femoral
10 – Femoral (thigh)
11 – Popliteal (at back of knee)

FIGURE 1
Course of Arteries; Pressure Points

Teaching Guide No. 12

CONTROL OF BLEEDING

Discuss amount of blood in the body and the time it takes to bleed to death.

a. Persons weighing 150 lbs. have 10 to 12 pints of blood, 1/12 to 1/15 of body weight is blood.
b. Loss of two pints of blood by an adult is usually serious. Loss of three pints may be fatal.
c. Cutting of the two major vessels in neck (carotid artery) or arm (Brachial), or thigh (femoral), can cause hemorrhage that will be fatal in one to three minutes.
d. Rupture of main trunk artery of chest or abdomen (aorta) may cause fatal hemorrhage in less than thirty seconds.

1.2 Blood soaking through clothing indicates bleeding under the clothing.

2. Describe symptoms of arterial, venous and capillary bleeding.
2.a.1 Arterial-blood spurting from wound due to pumping action of heart and is bright red in color - high in oxygen.
b.1 Venous-blood flows from wound in steady stream and is dark red in color - high in carbon dioxide.
And waste materials.
Blood is returning to heart from pressure of circulatory system.
c.1 Capillary - Blood just oozes from wound.

3. Used to control 90% of bleeding.
3.1 This stops the blood flowing to and out of the injury.
3.2 Usually the fingers are used where the blood supply is close to the surface and may be shut off by depressing against bone. The heel of hand is usually used when additional weight of body is required to shut off blood supply because of deep seated supply vessel, such as femoral artery at the groin.

3.a.2.1 Discuss pressure points figure 1.
The location of these pressure points are at a point where the artery is close to the surface and can be compressed against a bone. Each of the pressure points as shown are also on the other side of the body making twenty-two pressure points.
Digital pressure - use finger to apply pressure on pressure point.

Have learners break up into teams and practice applying digital pressure to each pressure point. Have them follow diagram 1, name each point and apply actual pressure. Be careful that pressure is released immediately during practice.

Training Procedure No. 12

LAW ENFORCEMENT OFFICER TRAINING

CONTROL OF BLEEDING

STEPS		KEY POINTS	
3.b	Direct arterial compress pressure	3.b.1	Use sterile compress if available
		.2	Use clean folded cloth if compress is not available
		.3	Place directly over wound
		.4	Apply pressure with hand or tie compress over wound
		.5	Exceptions -- not over fractures, eyes, nose or mouth
3.c	Apply tourniquet (only as last resort)	3.c	Any of the following:
		c.1	Neckties
		c.2	Belts
		.3	Handkerchiefs
		.4	Towels
		.5	Suspenders
		.6	Rubber tubing
		.7	Commercial
		.8	Other
		3.c.2	Encircle arm or leg with tourniquet at pressure point
		.3	Place hard pad or object of suitable size over the artery at pressure point
		.4	Apply pressure by tightening tourniquet
		.5	Once tourniquet is applied and tightened it should not be loosened or removed until victim is under proper medical care
		.6	Tag victim indicating a tourquit has been applied, time and place of tourniquet
4.	Venous Bleeding a. Direct pressure	4.a.1	Use sterile compress if
		.2	Use cleanest cloth available
		.3	Place directly over wound
		.4	Apply pressure with hand or tie knot directly over wound

CONTROL OF BLEEDING

3.b.1 Direct pressure - can be applied by hand or tied in place.
3.b.2 Victims handkerchief if nothing else available.
3.c.1 Discuss types of tourniquets.
Emphasize - do not use wire or cord that may cut or bruise skin.

.3 Use any hard object, roll of gauze, smooth stone, piece of wood, etc. Should be padded to prevent bruising the skin.

.4 Insert a stick, piece of wood through loop and twist 'til pressure is applied. Anchor stick to prevent untwisting.

.5 Emphasize.

.6 If tag is not available mark T. K. on victim's forehead with iodine swab.

4.a.1 Use any compress, handkerchief or any piece of cloth that can be folded and used to apply pressure.

.4 Place knot directly over wound for more pressure. Exceptions not over fractures, eyes, mouth or nose.

LAW ENFORCEMENT OFFICER TRAINING

CONTROL OF BLEEDING

STEPS		KEY POINTS
b. Elevation	4. b. 1	Elevate injured portion of body by placing rolled blanket or any article at hand under head, arm or leg depending on location of injury
c. Cold applications	4. c. 1	Apply to body in region of injury
	. 2	Not into the wound
	. 3a	Use ice bag if available
	. b	Cold pack - commercial item, comes in plastic bag that when squeezed causes chemicals to mix and bag becomes cold
	. c	Cloth soaked in cold water
	. d	Any cold object - metal, etc., wrapped in cloth

CONTROL OF BLEEDING

4.b.1 Example: Hold both hands at sides then raise one hand over head for thirty seconds then show class the difference in the color of the hands. Holding the hands at waist level. Gravity will assist in retarding the flow of blood.

4.c.1 Used particularly in case of internal bleeding.

Training Procedure No. 12

LAW ENFORCEMENT OFFICER TRAINING

PHYSICAL SHOCK

STEPS		KEY POINTS
1. Look for symptoms of shock	1.1	Face pale, with anxious or dull expression
	.2	Eyelids droop if open; eyes are dull and pupils dilated
	.3	Patient may be partly or totally unconscious
	.4	Skin is cold and covered with clammy sweat, particularly hands and forehead
	.5	Patient feels cold and may have a chill; temperature subnormal
	.6	Pulse is weak and rapid
	.7	Breathing is shallow and may be irregular
	.8	Patient is stupid and takes little interest in things about him
	.9	If internal bleeding is present, patient will be restless; if conscious, he complains of clouded vision, dizziness and thirst
	.10	He may answer questions slowly or apparently fail to understand
	.11	Nausea and vomiting often occur
2. Treat usual form of shock	2.1	Position victim:
	.1.1	Place victim in a comfortable position
	.2	Lying down if possible
	.3	Head level with rest of body
	.4	Elevate feet of victim
	.5	Remove all foreign bodies from the victim's mouth, false teeth, gum, etc.
	.6	Loosen tight clothing from neck, chest and waist

PHYSICAL SHOCK

Definition: "Physical shock is a state of collapse or prostration that interferes with the normal action of the heart, respiration and circulation; due to the lack of proper balance within the sympathetic nervous system that controls these vital functions."

Discuss causes, and tell learners that examination might include questioning victim or other persons having personal knowledge of what happened.

Causes:

1.1 Examine victim for:
.2 Severe or extensive injury
.3 Severe pain
.4 Loss of blood
.5 Severe burns
.6 Accidents due to electricity or gas
.7 Certain illnesses
.8 Poisons taken internally
.9 Exposure to extreme heat or cold
.10 Seeing own injury or injury to others
.11 Fright
.12 Anger
.13 Joy
.14 Other

Explain: Shock is a dangerous condition that should be given prompt attention; medical aid should be obtained as soon as possible.

1.1 Any or all symptoms may be present, or they may develop gradually and become apparent after an hour or so.

Key points, 1 through 11, these symptoms are usually due to a drop in blood pressure, caused by the loss of control by the sympathetic nervous system over certain blood vessels. All organs of the body suffer from decreased blood supply and the organs will not function normally.

2.1.1 Stress: that care should be exercised in moving victim to prevent complicating injuries or causing new ones.

2.1.3 Exceptions: Head should be raised in case of skull fracture,
.4 severe hemorrhage from head or sunstroke.

.5 Stress: Victim is in need of all the air he can get.
.6 Permits easier breathing and more comfort to victim.

LAW ENFORCEMENT OFFICER TRAINING

PHYSICAL SHOCK

STEPS		KEY POINTS	
		2.2	Conserve body heat:
		.1	Cover victim with blanket or other material, placing blanket under victim as well as over him
		2.3.1	Use stimulants:
		.1	Aromatic spirits of ammonia
		.2	Coffee or tea if possible and victim is conscious
		.3	Oxygen if available
2.a	Skull fracture or hemorrhage	2.a.1	Note bleeding or swelling of:
		.1	Nose
		.2	Ears
		.3	Mouth
		.4	Eyes
		.5	Other part of head
		2.	Elevate head above level of feet
		3.	Apply cold compress to swelling or internal bleeding
.b	Sunstroke or heat prostration	2.b.1	Examine victim by:
		.1	Observing to see if face is flushed
		.2	Feel forehead for abnormal temperature
		.2	Place in shade or cooler location
		.3	Apply cold application to body

PHYSICAL SHOCK

2.2 Move victim with suspected fractures only if life is in danger. Have learners bring old blanket and practice rolling blanket 1/3 and place side of victim. Roll victim on side placing rolled blanket next to victim then roll victim onto blanket. This places blanket under victim and victim can be wrapped in blanket
Stress: Keeping victim warm is of prime importance.

2.3.1.1 CAUTION: Aromatic spirits of ammonia is a rapid stimulant, but its effect lasts only a short time.
.1.2 Coffee or tea requires a longer time for absorption, but will have a more prolonged effect.

2.a.1 Tell learners that skull fractures, hemorrhaging, or internal bleeding require certain variation in treatment from usual shock treatment and these will be discussed.

.2 This is done to slow down the supply of blood to the head, making the heart pump the blood uphill and gravity drains the blood from the veins.

.3 Note edma or swelling which indicates internal bleeding. The cold compress to the area cools the blood thereby slowing down its movement.

2.b.1 The sunstroke victim is usually prostrate as a result of too much sun or heat and the lack of salt from excessive perspiration.

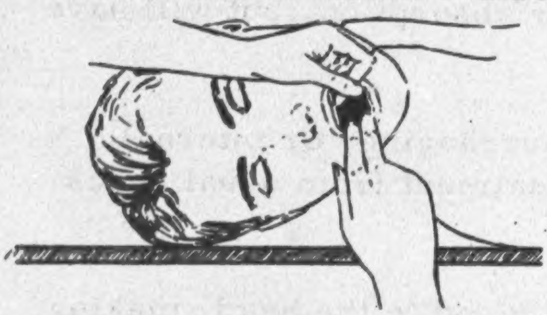
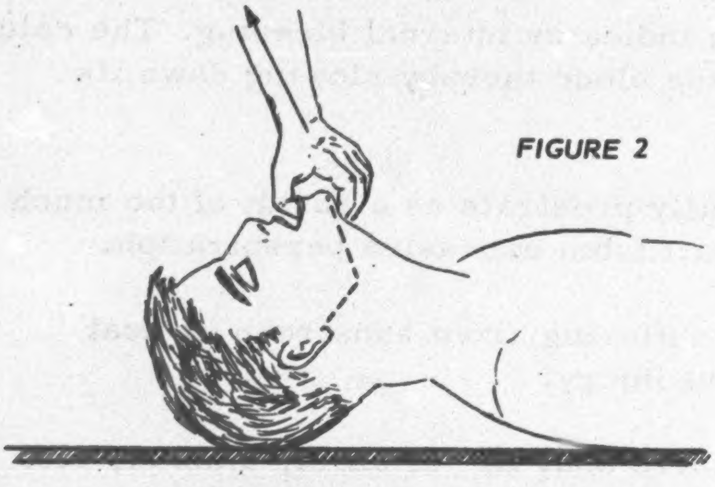
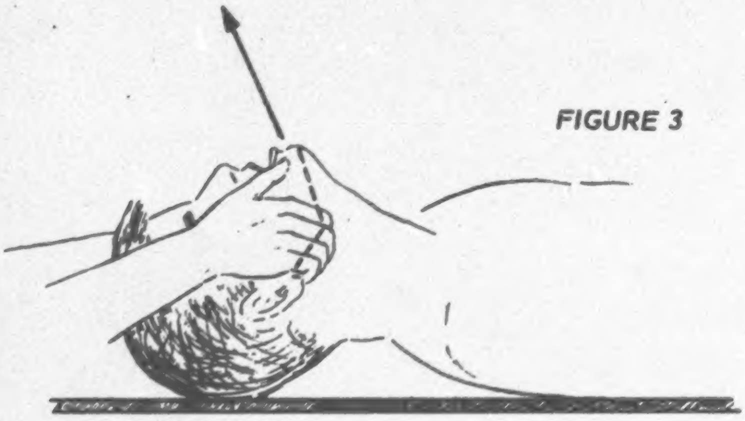
.2 Being careful that victim is suffering from sunstroke or heat prostration and not a physical injury.

.3 This may be wrapping the entire body in wet sheet, blanket, etc.

Training Procedure No. 12

LAW ENFORCEMENT OFFICER TRAINING

MOUTH TO MOUTH RESUSCITATION

	STEPS		KEY POINTS
1.	Check Breathing	1.1	Victim unconscious and not breathing
		.2	Victim gasping for breath
		.3	Choking and blocked air passage
2.	Position victim	2.1	Move victim cautiously
		2.1.1	Place on back if possible,
		1.2	Turn face up
3.	Clean victim's throat	3.1	Turn head to side
		.2	Insert finger(s) in mouth
	 FIGURE 1	.3	Scoop matter out (see figure 1)
		.4	Grasp hard object with fingers to remove
4.	Open air passage (preferred method)	4.1	Place head in sniffing position, as far back as possible so the neck is extended
		.2	Hold lower jaw up
	 FIGURE 2	.3	Insert thumb between the victim's teeth and grasp the lower jaw at the midline (see figure 2)
		.4	Lift lower jaw forcefully upward so that the lower teeth are higher than upper teeth
		.5	Hold the jaw in this position as long as victim is unconscious
5.	Open air passage (alternate method)	5.1	Place head in sniffing position as far back as possible so the neck is extended
	 FIGURE 3	.2	With both hands grasp the angles of the lower jaw just beneath the ear lobes (see figure 3)
		.3	Lift lower jaw forcefully upward so the lower teeth are higher than the upper teeth

MOUTH TO MOUTH RESUSCITATION

1.1 Describe an unconscious person, one who is not breathing.

.2 Describe a person who is gasping for breath;
Example: A football player with the wind knocked out of him.

.3 Describe a person choking and objects that may be blocking the air passage. i.e., false teeth, gum, chewing tobacco, food or any object that can enter the throat accidently or otherwise.

2.1 EMPHASIZE

3.2 Index and middle fingers are usually used - small mouths just the index finger.

3.3 Examples: Blood, vomit, mucus, etc.

3.4 Picking matter out of mouth with fingers, i.e., false teeth, gum, chewing tobacco, food or any object that can enter the throat accidentally or otherwise.
This should be completed in a very few seconds as little time should be lost in getting air to victim's lungs.

4.1 The chin must project upwards and the neck be extended.

.3 Use left thumb if you approach victim from his left, right thumb if from right side.

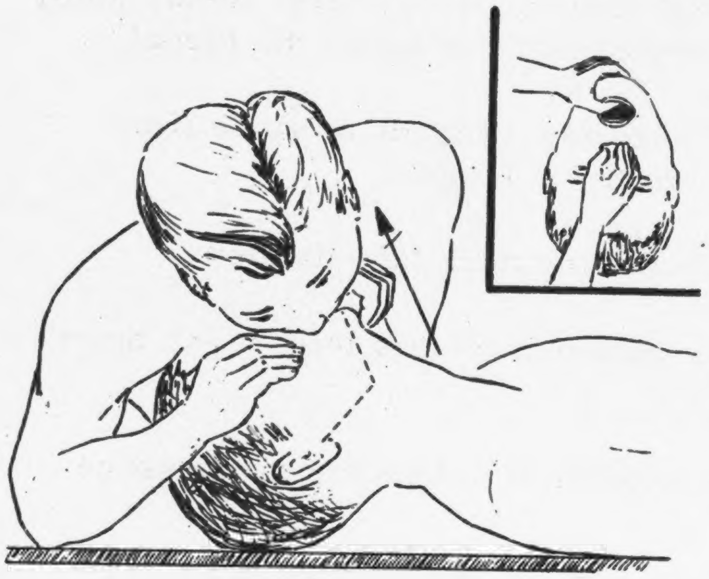
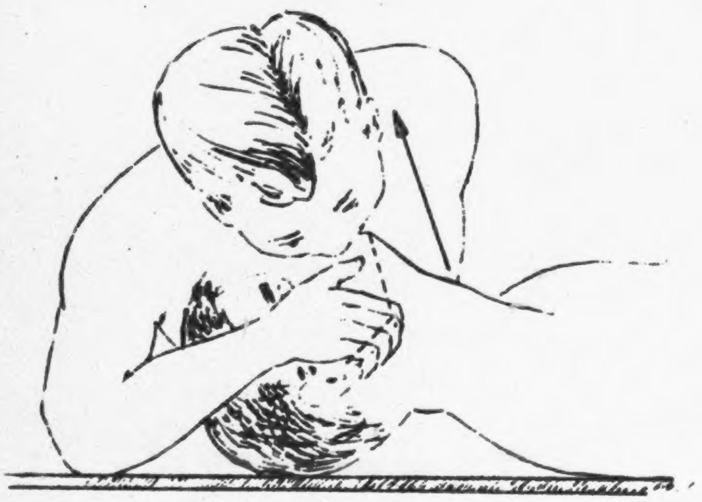
.4 Stress: This position is very important in keeping air passage open,

.5 Stress: Used only on small child or when victim's mouth cannot be opened.

Training Procedure No. 12

LAW ENFORCEMENT OFFICER TRAINING

MOUTH TO MOUTH RESUSCITATION

	STEPS		KEY POINTS
		5.4	If the lips are shut, push the lower lip down gently with the thumbs, but never drop the chin
		.5	Hold the jaw in this position as long as victim is unconscious
6.	Administer mouth to mouth breathing (preferred method)	6.1	Make certain the passageway is open
	 FIGURE 4	.2	Squeeze nostrils shut
		.2.1	Use thumb and index finger of free hand (see figure 4)
		.3	Take a deep breath
		.4	Place your mouth over victim's mouth
		.5	Exhale your air into victim's mouth
		.6	Watch victim's chest to make certain it rises
		.6.1	Stop forcing air into victim's mouth when chest rises
		.6.2	Quickly remove your mouth and let victim exhale
		.7	Repeat inflations 15 to 20 times per minute
7.	Administer mouth to mouth breathing (Method for infants)	7.1	Make certain air passageway is open
	 FIGURE 5	.2	Place your mouth over victim's nose and mouth (see figure 5)
		.3	Take a shallow breath
		.4	Gently exhale air into victim's mouth
		.4.1	Be careful not to force air too hard
		.5	Repeat inflations 15 to 20 times per minute

MOUTH TO MOUTH RESUSCITATION

6.1	Double check mouth for obstructions.
6.2	This prevents air leakage through the victim's nose.
6.3	Stress air tight seal is necessary to inflate the lungs. Do not hold the victim's mouth open too far as you must form an airtight seal with your mouth.
6.5	Caution: On babies use only small puffs from cheeks, on children gently force air into mouth.
6.6	Stress: if chest does not rise, the lungs are not receiving air and the air passages may have to be straightened and recleaned, also more force used in exhaling air into victim's mouth.
6.6.2	Allow victim to exhale by the elasticity of his lungs and chest.
7.	For children under three years or for any victim whose mouth cannot be opened.
7.2	The right cheek of your face may be used to seal the nostrils of the victim.
7.3	For infants very little breath is needed.
7.4	An infants lungs can be damaged by too forceful mouth to mouth breathing.

Training Procedure No. 12

LAW ENFORCEMENT OFFICER TRAINING

MOUTH TO MOUTH RESUSCITATION

STEPS	KEY POINTS
7.a Insert Breathing Tube	7.a.1 Infant, child or adult as appropriate (see figure 6) .2 Take position behind the victim's head .3 Tilt head back (sniffing position) .4 Open victim's mouth .5 Check mouth for any obstructions and clear .6 Pull tongue to lower lip with thumb and index finger and hold while inserting breathing tube .7 Insert breathing tube with contour following roof of mouth .7.1 Adult victim, long end of breathing tube .2 Infant or child, short end of breathing tube .3 Flange resting on victim's lips .8 Press victim's nostrils (see figure 7) together with large part of thumbs .9 Seal victim's mouth by pressing down on flange of breathing tube with fingers or thumbs
7.b Administer mouth to tube breathing	7.b.1 Take deep breath .2 Place your mouth over breathing tube .3 Blow your air into breathing tube .1 Forcefully for adults .2 Gently for children .3 Small puffs from cheeks for infants .4 watch for chest rise .5 Repeat inflations 15 to 20 times per minute

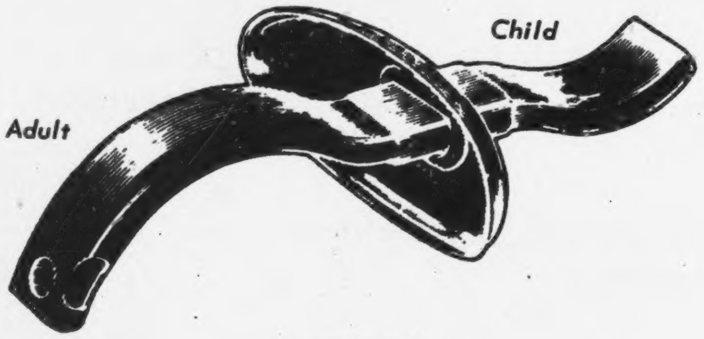


FIGURE 6

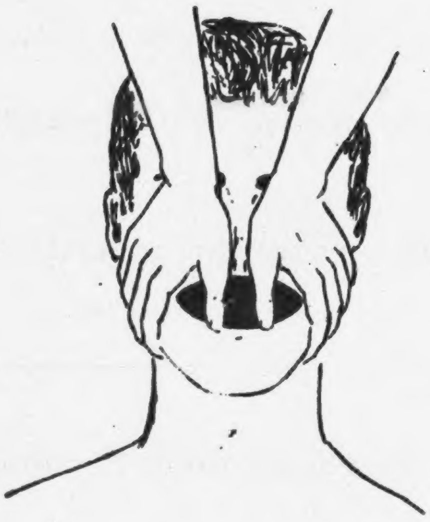


FIGURE 7

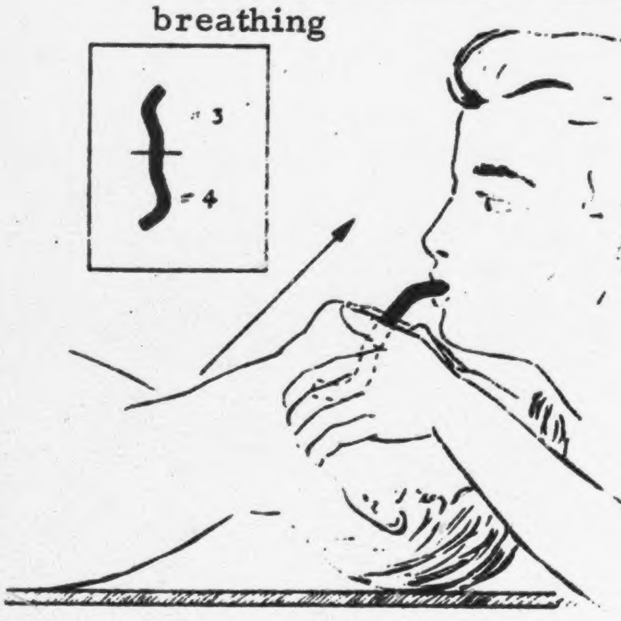


FIGURE 8

MOUTH TO MOUTH RESUSCITATION

7.a.1 Explain: use of breathing tube is preferred as it keeps tongue in place and air passage open.

.2 Stress: this places rescuer in proper position to give mouth to tube resuscitation.

.3 Explain: This extends the neck, so the air passage is then open.

.5 Stress:
.6 Grasp tongue from top to bottom, tongue can be held easier this way.

.8 Do not force breathing tube into victim's mouth, insert with a gentle, steady pressure.

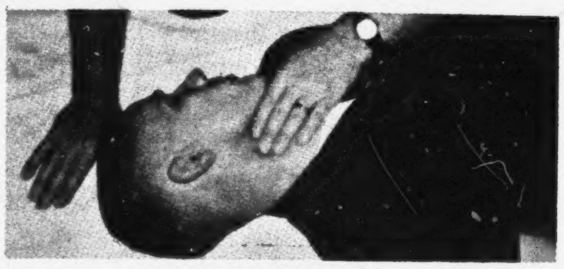
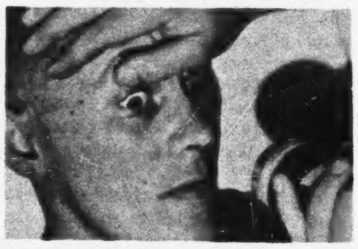
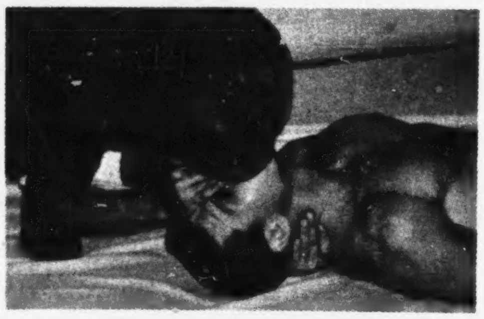
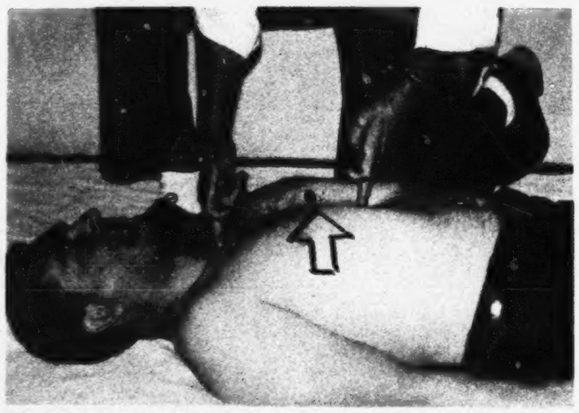
.9 Explain: you may prevent air leakage through the victim's
.10 nose and corners of the mouth by proper position of thumbs and fingers.

7.b.4 Stress: If chest does not rise, improve position of head (sniffing position), prevent air leakage, and blow more forcefully.

Training Procedure No. 12

LAW ENFORCEMENT OFFICER TRAINING

CLOSED CHEST HEART COMPRESSION

STEPS		KEY POINTS
1. Examine victim	1.1	Check for breathing and/or pulse by:
 FIGURE 1	.1	Place hand on diaphragm to detect motion
	.2	Feel carotid artery on neck for pulse (see figure 1)
	2.	Check pupils of eyes for dilation and reaction to light (see figure 2)
2. Position victim	2.1	Place victim on a hard surface:
 FIGURE 2 Examining for pupil action.	.1	Floor
	.2	Ground
	.3	Backboard if available
3. Open air passage	3.1	Place one hand under back of neck and lift
 FIGURE 3	.2	Place other hand on forehead and tilt the head backward to maintain fully extended position
	4.1	Use mouth to mouth resuscitation (see figure 3)
	4.2	Make two or three inflations
5. Locate victim's heart	5.1	Place index finger of one hand top of chest bone. (Sternum)
 FIGURE 4 Measuring the sternum, or chest bone.	.2	Place index finger of other hand at bottom of chest bone. (Sternum)
	.3	The heart is located directly under the lower half of chest bone. (Sternum) (see figure 4)

*(Photos courtesy Sharon Twp.
F.D., Worthington, Ohio)*

CLOSED CHEST HEART COMPRESSION

1.1 Explain: if victim is breathing motion can be felt in the area of the diaphragm (just below the chest).

.2 Have learners practice feeling for neck pulse, by placing the four fingers of one hand between the large muscle at the side of the neck and the windpipe. If the heart is not beating there will be no pulse.

2. Explain: to examine the pupils of the eye, open the eyelid quickly and direct the light of a flashlight, for a few seconds, at the pupil. If the pupil does not react, closed chest heart compression is indicated.

2.1 Explain: if victim is on a soft surface, the rescuer will be pushing the victim into the soft surface and not compressing the heart.

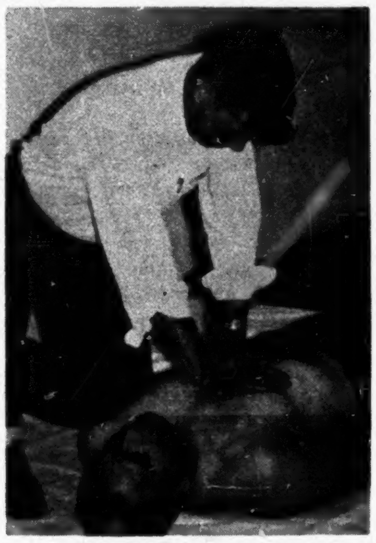
3.1 Stress: This helps to straighten air passage.
.2 Permitting air to flow into lungs.

5.1 Have learners divide into teams and practice locating the heart on each other.

Training Procedure No. 12

LAW ENFORCEMENT OFFICER TRAINING

CLOSED CHEST HEART COMPRESSION

STEPS	KEY POINTS
6. Position hands	6.1 Kneel beside victim
	.2 Place butt or heel of one hand on lower half of chest bone
	.3 The butt of hand should be along chest bone with fingers extending toward the ribs
	.4 Fingers should be extended up and not touching the ribs
	.5 Place second hand on top of first hand
7. Apply pressure a. one man operation	7.a.1 Position hands
	a.2 Keep elbows straight
 *FIGURE 5* *Placing the hands.*	.3 Bend forward til shoulders are directly over hands
	.4 Use weight of upper body to exert pressure
	.5 Depress chest bone one and a half to two inches
	.6 Release pressure as soon as chest bone is depressed
	.7 Repeat 15 times
	.8 Administer two (2) mouth to mouth inflations after every 15 compressions
	.9 Maintain rate of 60 compressions per minute
b. two man operation	7.b.1 Same procedure as step 7 except one man administers mouth to mouth, the other closed chest compression
 FIGURE 6	.2 Maintain cycle of 5 compressions and 1 mouth to mouth inflation
	.3 Mouth to mouth should be started immediately during release of 5th compression

(Photos courtesy Sharon Twp. F.D., Worthington, Ohio)

LAW ENFORCEMENT OFFICER TRAINING

CLOSED CHEST HEART COMPRESSION

6.2 Stress: Position of hands and weight of rescuer's body on hands
.3 causes compression of the heart.

Explain: Misplacement of hands may cause internal damage.

.4 Fingers should be kept off the ribs as pressure in this area would restrict breathing.

7.a.2 Straight elbows will form proper body pressure

.5 Caution: exert only enough pressure to depress the chest bone not more than two inches.

.7 Explain: closed chest heart compression and
.8 mouth to mouth breathing must be administered together to be effective.

7.b.1 Preferred method of operation. Operators can change position and
.2 cycle of compression and resuscitation is more easily maintained.
.3

LAW ENFORCEMENT OFFICER TRAINING

CLOSED CHEST HEART COMPRESSION

STEPS	KEY POINTS
c. Infant or child	7.c.1 Same as step 7 except use one hand or finger for compression .2 Compress chest at rate of 80 to 100 times per minute .3 Maintain cycle of 5 compressions to 1 mouth to mouth inflation or 15 to 1 if alone

7.c.1 Extreme care should be exercised as too much pressure may injure the infant.

REVIEW AND EXAMINATION GUIDE

REVIEW - TIME ALLOTTED 1-1/2 hrs.

EXAMINATION - TIME ALLOTTED 1 hr.

DISCUSSION OF EXAMINATION QUESTIONS - TIME ALLOTTED 1/2 hr.

TOTAL TIME ALLOTTED FOR REVIEW AND EXAMINATION 3 hrs.

REVIEW: TELL LEARNERS TO ASK QUESTIONS CONCERNING ANY OF THE MATERIAL COVERED IN THE MANUAL.

EXAMINATION: INSTRUCT LEARNERS ON HOW TO TAKE THE EXAMINATION AS INDICATED ON FRONT PAGE OF EXAMINATION.
HAVE LEARNERS RE-POSITION THEMSELVES TO PROVIDE NECESSARY SPACE TO TAKE EXAMINATION.
EMPHASIZE READING QUESTIONS CAREFULLY.

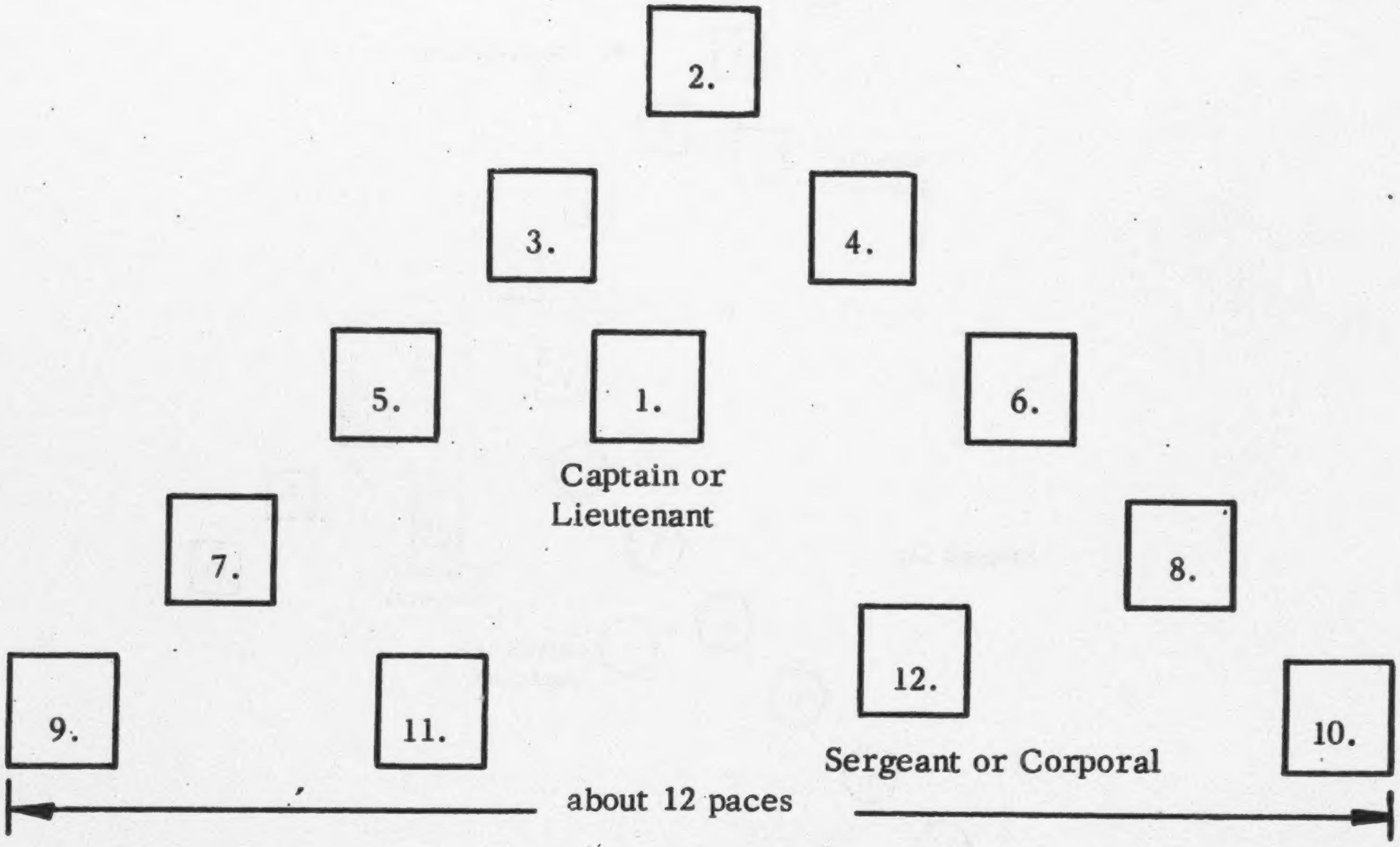
DISCUSSION OF QUESTIONS: ALLOW LEARNERS TO ASK QUESTIONS PERTAINING TO EXAMINATION.

APPENDICES

APPENDIX A

FORMATION TO DISPERSE GATHERING

Squad Wedge


2.
3.
4.
5.
1.
6.
Captain or Lieutenant
7.
8.
12.
9.
11.
10.
Sergeant or Corporal
about 12 paces

The squad wedge should be used when the gathering is small enough not to require more than a squad. This is used in splitting a gathering to apprehend a ringleader or just to split into smaller groups.

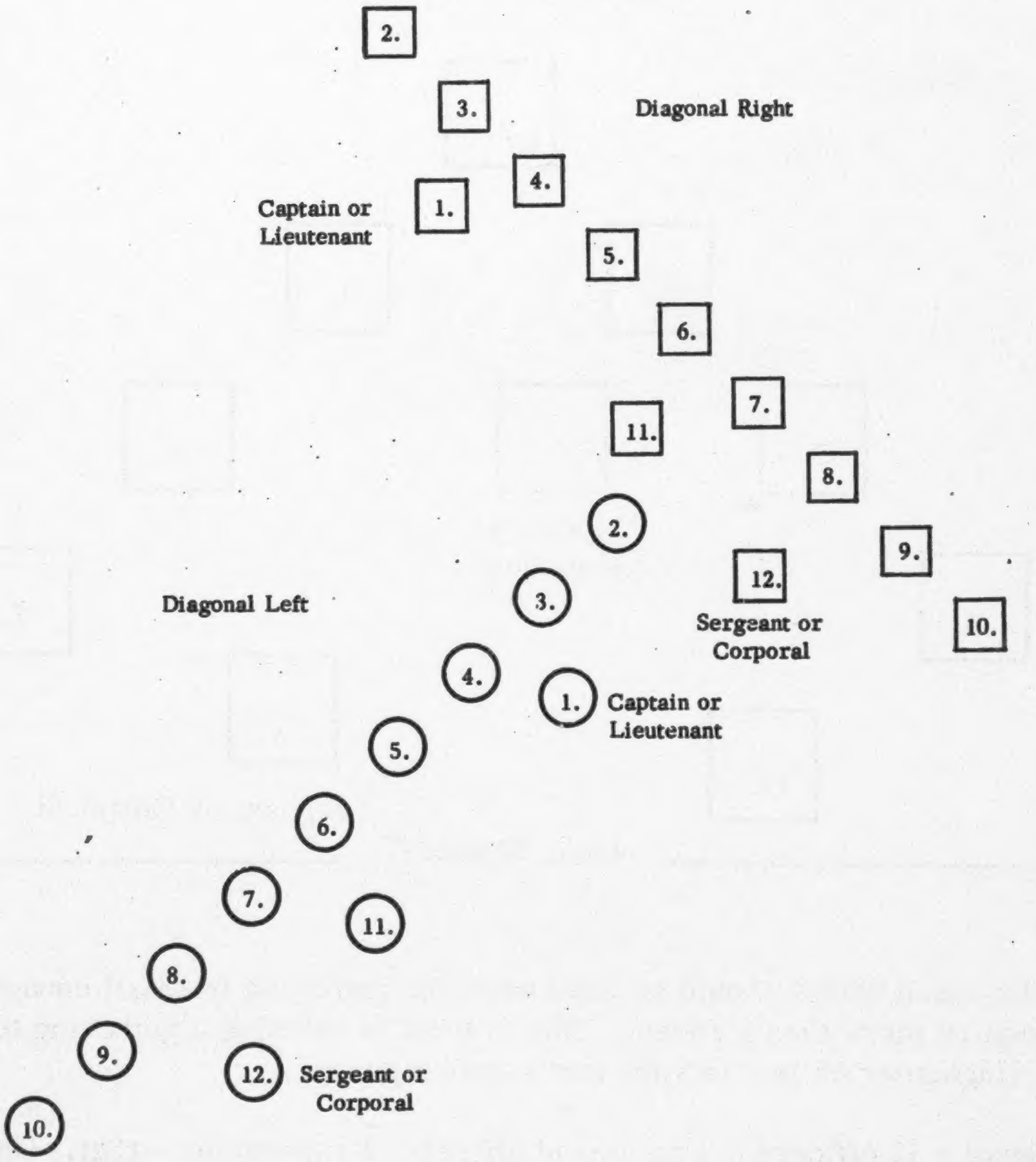
Squad = 12 officers - 1 command officer - 1 supervisor - (Sgt.-Cpl.) 10 Ptl.

Space between men - 1 pace to right or left - 1 pace rear - odd numbers to left - even numbers to right.

APPENDIX B

FORMATION TO DISPERSE GATHERING

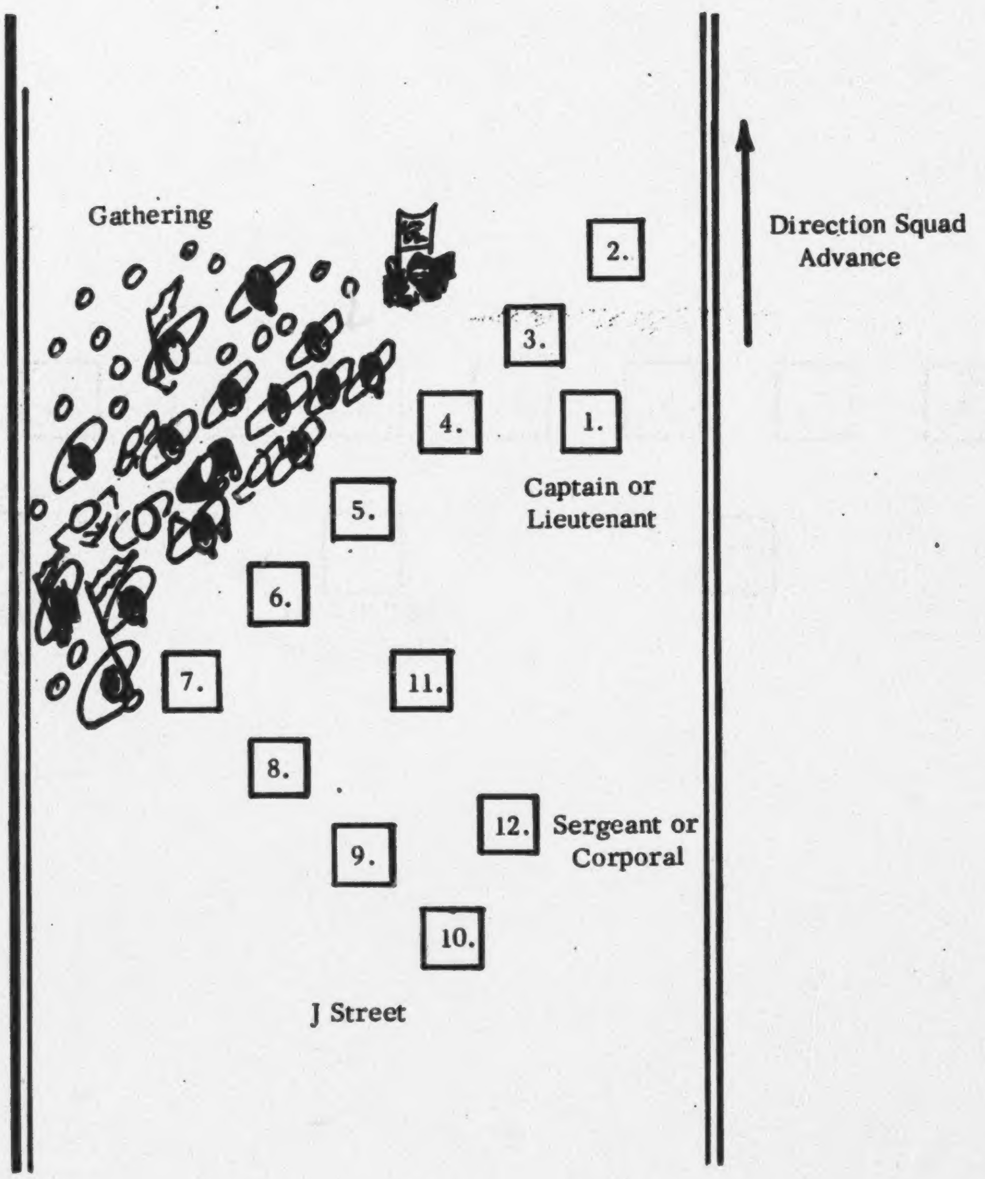
Squad Diagonal Right or Left


2.
3.
Diagonal Right
4.
Captain or Lieutenant
1.
5.
6.
7.
11.
8.
2.
9.
12.
Diagonal Left
3.
Sergeant or Corporal
10.
4.
1.
Captain or Lieutenant
5.
6.
7.
11.
8.
9.
12.
Sergeant or Corporal
10.

The squad diagonal is to be used for dispersing small gatherings. Its purpose is to move people away from a wall, building or to clear a street.

FORMATION TO DISPERSE GATHERING

Squad Side Wedge

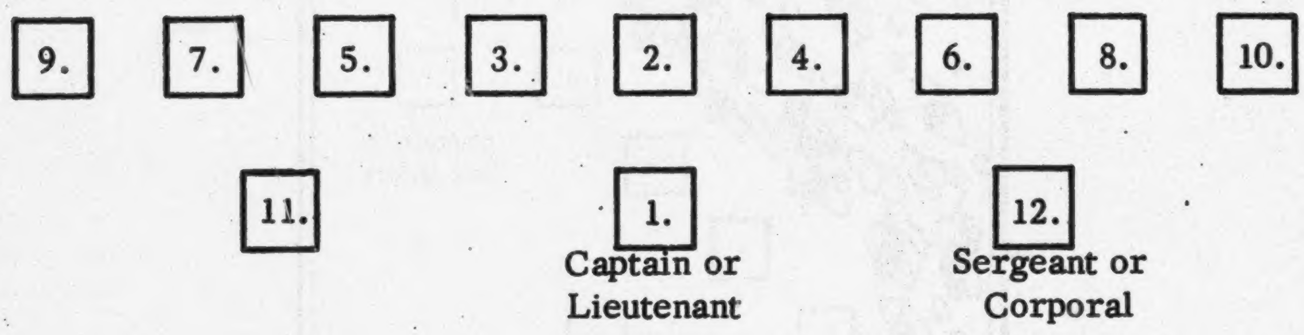

Gathering
Direction Squad Advance
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
Captain or Lieutenant
Sergeant or Corporal
J Street

This movement will prevent people from closing inside and in rear of squad. It is a variation of the squad wedge and diagonal.

APPENDIX D

FORMATION TO HOLD - DEFENSIVE

Squad Skirmish


9.
7.
5.
3.
2.
4.
6.
8.
10.
11.
1.
Captain or
Lieutenant
12.
Sergeant or
Corporal

The purpose of the squad skirmish deployment is to hold an objective taken. It is used strictly as a defensive measure.

APPENDIX E

SAMPLE FORMAT FOR REQUEST FOR DISPERSAL

This is officer______________________of the______________________
(name) (Police-Sheriff's Dept.)
____________ may I have your attention and cooperation. This gathering is requested to disperse so as to avoid possible injuries or arrests to any or all persons involved. You have been participating in a gathering which is in violation because it is no longer a peaceful assembly. Serious injury or a crime may result from your actions. You have_________minutes
(number)
to leave. You may leave by____
(Name(s) of streets-exits)
I wish to thank you for your cooperation.

APPENDIX F

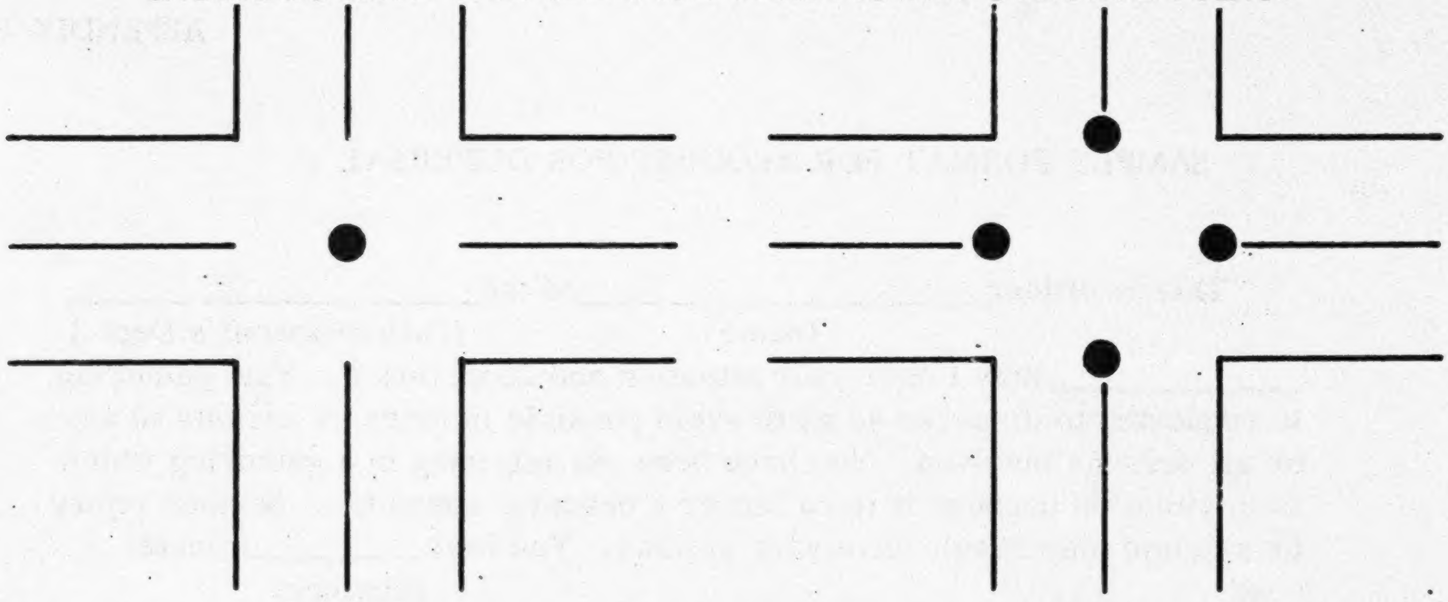
SAMPLE FORMAT FOR ORDER FOR DISPERSAL

"I, officer_________________________ of the______________________
(name) (Police-Sheriff's Dept.)
acting under authority of Section 3761.14 of the Ohio Revised Code, do command you in the name of the State of Ohio to disperse and depart to your several homes or lawful employment." You have_________minutes to disperse. (number)

ANY PERSONS REMAINING ARE SUBJECT TO ARREST.

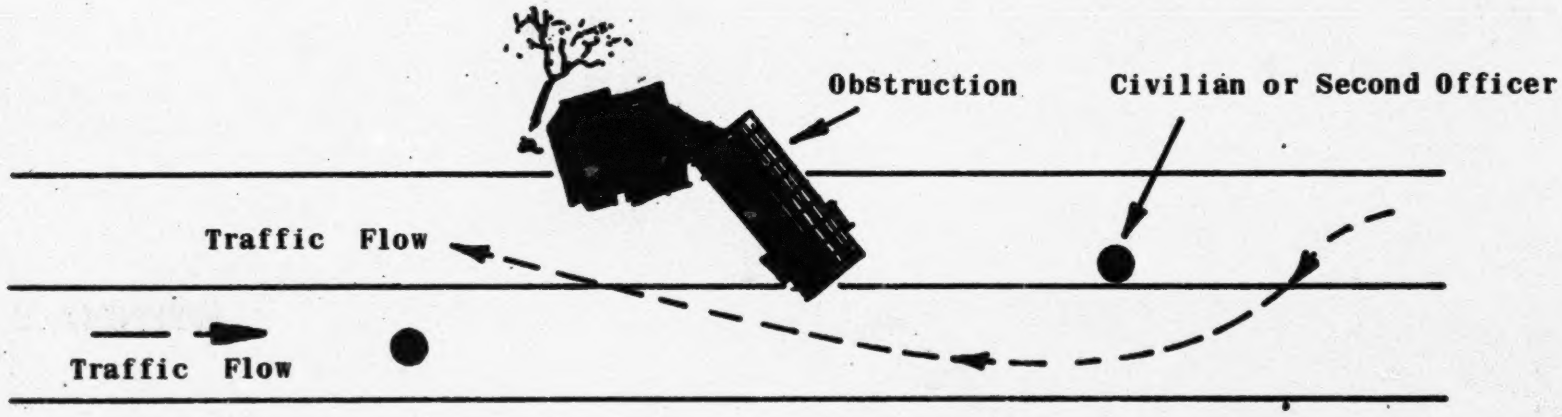
APPENDIX G

INTERSECTIONS & OTHER TYPE TRAFFICWAY CONTROL POINTS

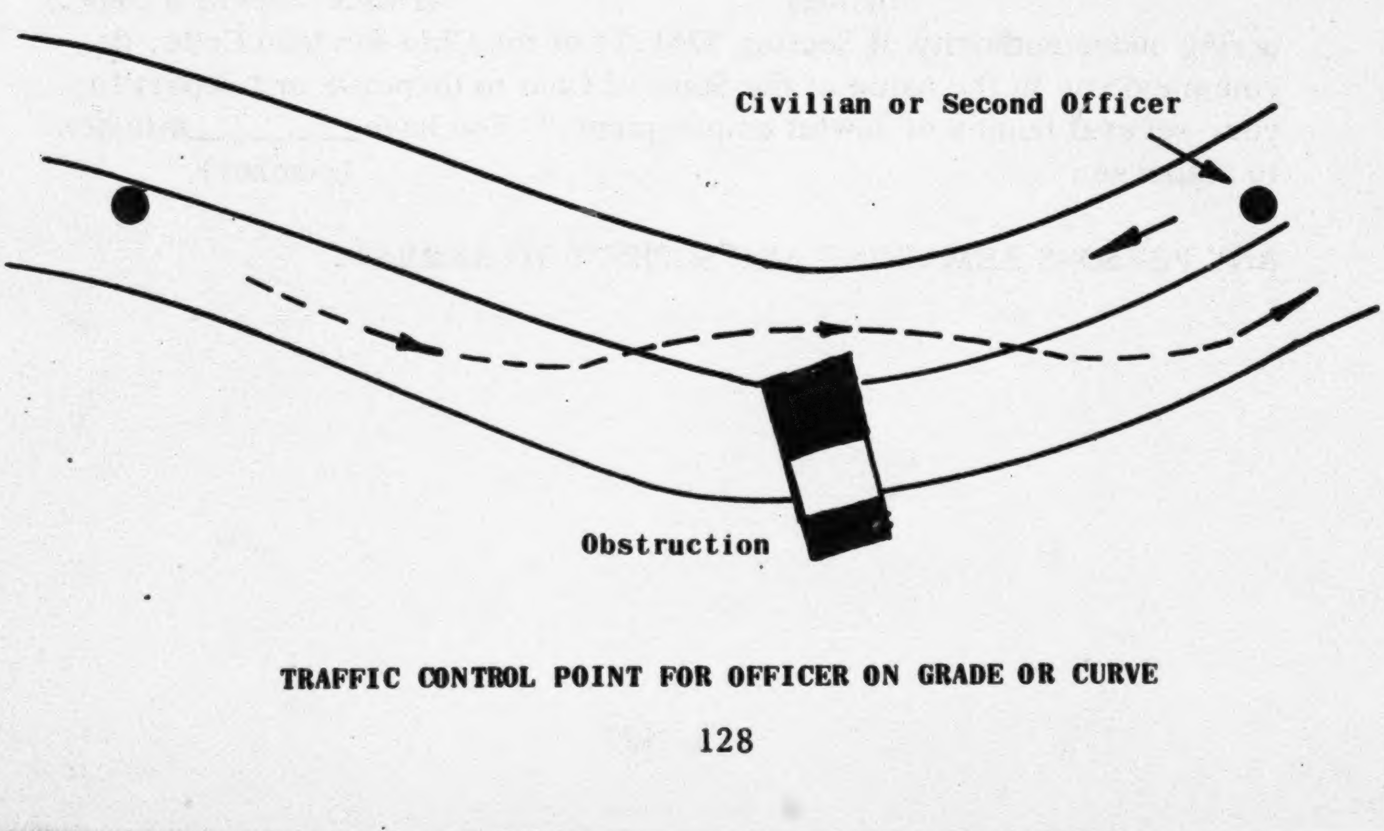


INTERSECTION TRAFFIC CONTROL POINT FOR OFFICER

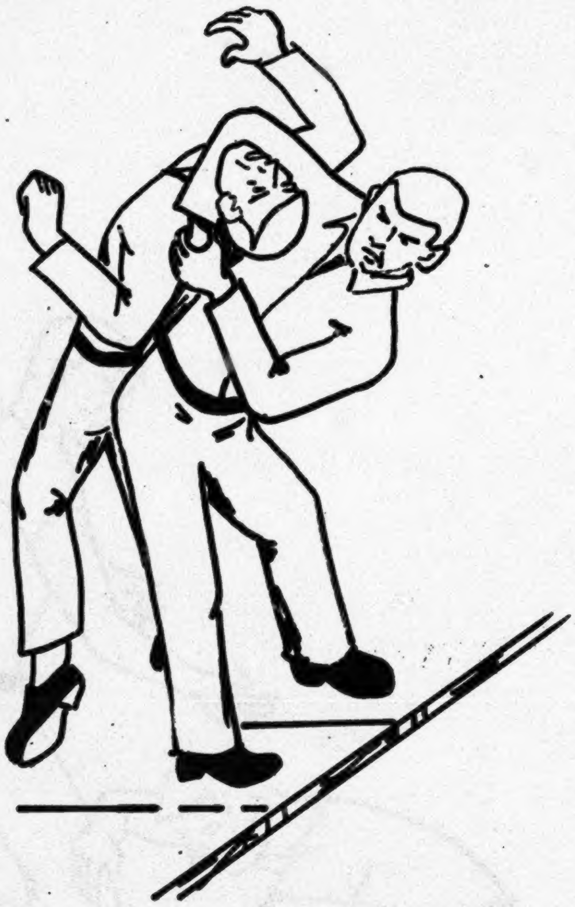
● - OFFICER OR ASSISTANT


Obstruction
Civilian or Second Officer
Traffic Flow
Traffic Flow

POSITION FOR STRAIGHT-AWAY CONTROL BY OFFICER


Civilian or Second Officer
Obstruction

TRAFFIC CONTROL POINT FOR OFFICER ON GRADE OR CURVE

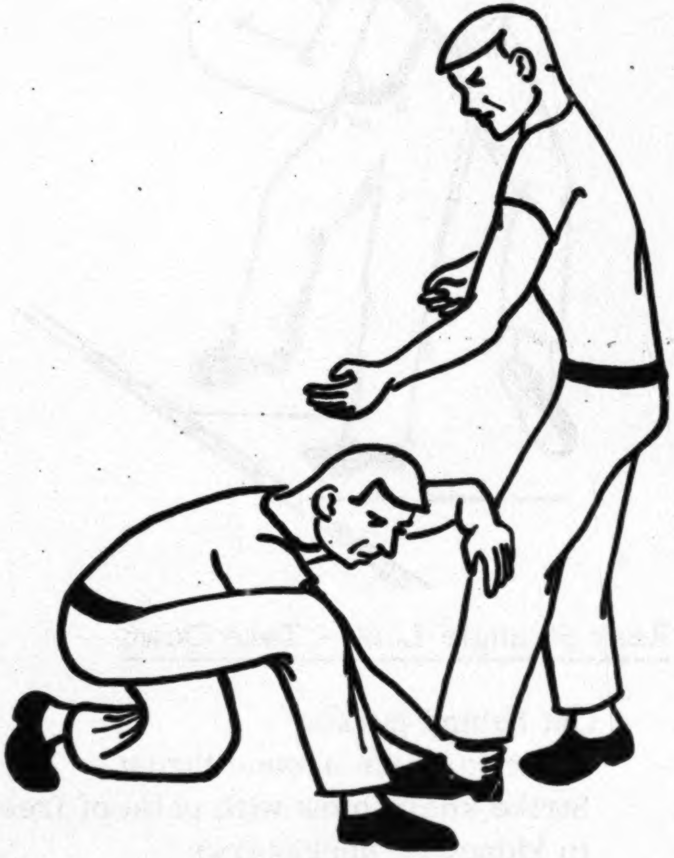


Rear Strangle Lock - Take Down

1. Get behind person
2. Place forearm around throat
3. Strike sharp blow with palm of free hand to kidney (if necessary)
4. Lock hands
5. Step forward
6. Jerk person backward onto hip and small of back
7. Flex muscles of lower and upper arm around throat
8. Hold till under control
9. Take down to floor or ground
10. Apply restraint device

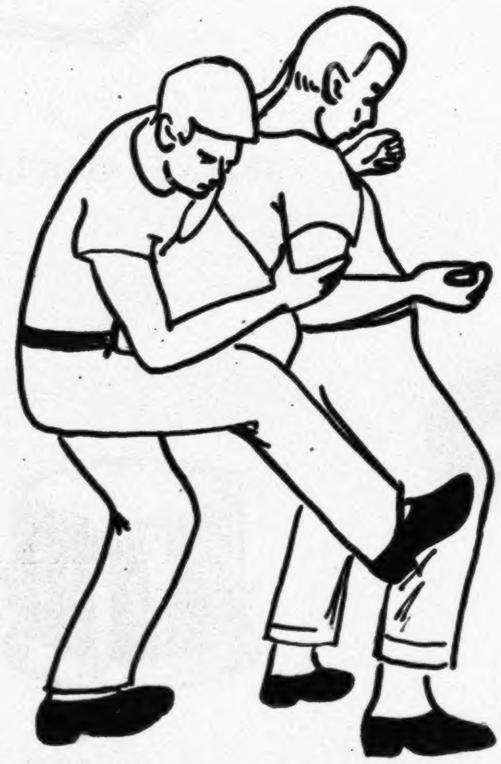
WARNING: Blood circulation is blocked from this hold thereby causing a blackout or death if held too long.

APPENDIX I



Hands to Heel and Knee - Take Down

1. Feign blow to head
2. Drop quickly to one knee
3. Grasp ankle or heel with strong hand
4. Place weak hand on kneecap
5. Jerk ankle or heel towards you
6. Push knee away

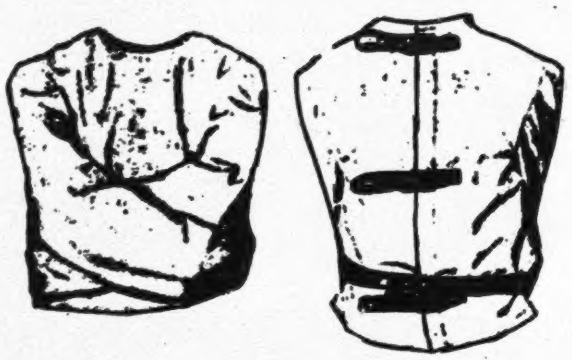


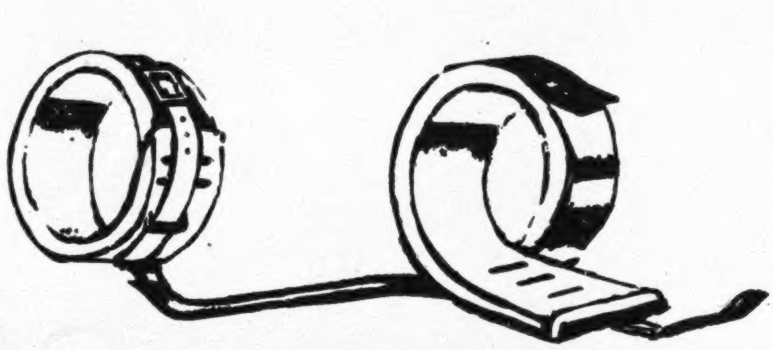
Rear Kick to Knee - Take Down

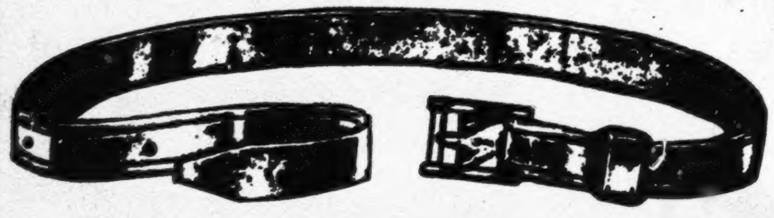
1. Grasp shoulders or arms
2. Kick back of knee
3. Pull backward and downward
4. Stepping back and to side opposite foot used
5. Continuing pull backwards and downwards to ground or floor

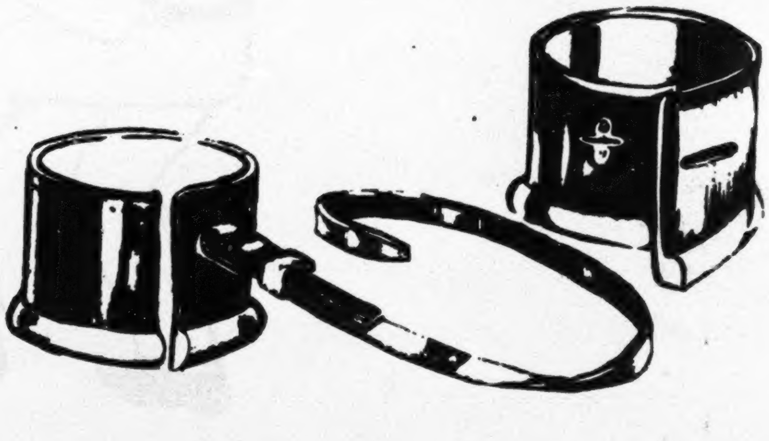
APPENDIX K

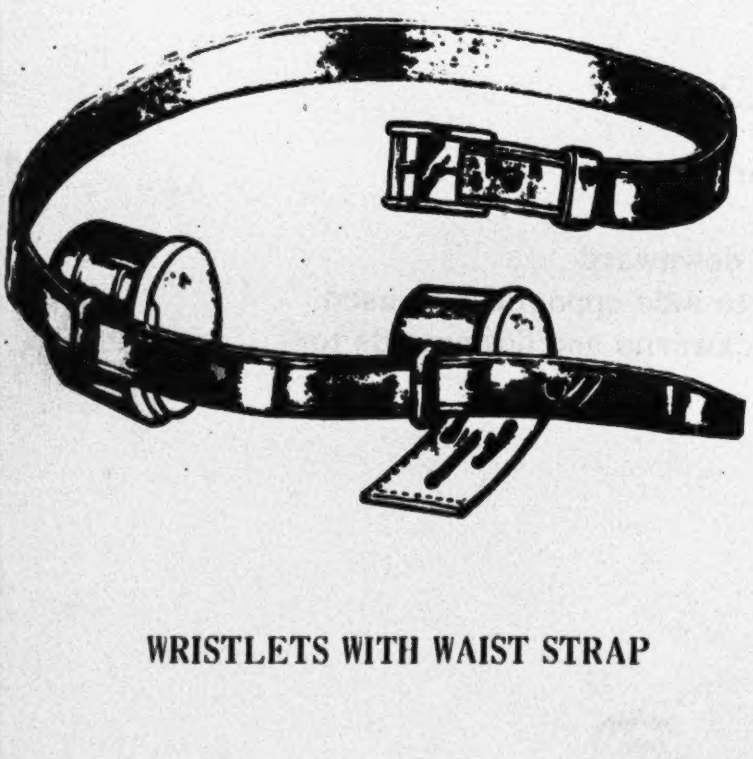
COMMERCIAL RESTRAINT DEVICES


STRAIT JACKET


ANKLETS WITH LOCK ON EACH CUFF


WAIST STRAP WITH BUCKLE LOCK


ANKLETS WITH LOCK STRAP


WRISTLETS WITH WAIST STRAP

ALL PURPOSE LOCK STRAPS

APPENDIX L

PARTIAL LIST OF COURT DOCUMENTS

Summons - Money Only
Summons - On Answer and Cross-Petition
Summons - In Action for Divorce and Alimony
Summons - On Answer and Cross Petition in Divorce
Notice to Petit Juror
Subpoena - Grand Jury
Subpoena - Duces Tecum
Subpoena - Petit Jury
Subpoena - Criminal Case:
Order of Attachment
Inventory and Appraisement of Property Attached
Affidavit for Order of Delivery - In Replevin
Verdict - For Plaintiff - In Replevin
Verdict - For Defendant - In Replevin
Order of Sale
Certificate of Release and Satisfaction of Mortgage
Journal Entry. Order Approving Appraisement and for Bond
Order of Appraisement
Writ of Partition
Writ of Dower
Notice (General Form)
Warrant to Arrest on Indictment
Warrant to Arrest on Information
Warrant to Arrest
Bench Warrant
Indictment for - - - - - - - -
Petition for Habeas Corpus
Writ of Habeas Corpus - in custody
Writ of Habeas Corpus - not in custody
Notice of Application for Temporary Alimony
Praecipe for Subpoena. Civil Case
Praecipe for - - - - - - - - -
Waiver of Notice or Summons and Appearance
Waiver of Summons and Appearance - civil action
Summons - Probate Court
Subpoena - Probate Court

APPENDIX M

Civil Process Service - Terms Commonly Used.

GLOSSARY:

1.	Amercement -	usually monetary penalty imposed by a court upon its own officers for neglect of duty, or failure to pay over moneys collected. In particular, the remedy against the sheriff for failing to levy an execution or make return of proceeds of sale.
2.	Answer -	in pleading, under the Codes of Civil Procedure, the answer is the formal written statement made by a defendant setting forth the grounds of his defense.
3.	Attachment -	The act or process of taking, apprehending, or seizing persons or property, by virtue of a writ, summons, or other judicial order, and bringing the same into the custody of the law; used either for the purpose of bringing a person before the court, of acquiring jurisdiction over property seized, to compel an appearance, to furnish security for debt or costs, or to arrest a fund in the hands of a third person who may become liable to pay it over.
4.	Bench Warrant -	Process issued by the court itself, or "from the bench," for the attachment or arrest of a person; either in case of contempt, or where an indictment has been found, or to bring in a witness who does not obey a subpoena.
5.	Capias - Latin	"That you take." The general name for several species of writs, the common characteristic of which is that they require the officer to take the body of the defendant into custody; they are writs of attachment or arrest.

Civil Process Service - Terms Commonly Used.

6.	Constructive service of process -	Any form of service other than actual personal service: notification of an action or of some proceeding therein, given to a person affected by sending it to him in the mails or causing it to be published in a newspaper.
7.	Defendant -	the person defending or denying: the party against whom relief or recovery is sought in an action or suit.
8.	Demurrer -	the formal mode of disputing the sufficiency in law of the pleading of the other side. An objection made by one party to his opponent's pleading, alleging that he ought not to answer it, for some defect in law in the pleading.
9.	Duces Tecum - Latin "to bring with you"	the name of a certain species of writs, of which the subpoena duces tecum is the most usual, requiring a party who is summoned to appear in court to bring with him some document, piece of evidence, or other thing to be used or inspected by the court.
10.	Habeas Corpus -	(you have the body) The name given to a variety of writs, (of which these were anciently the emphatic words,) having for their object to bring a party before a court or judge.
11.	Indictment -	An accusation in writing found and presented by a grand jury, legally convoked and sworn, to the court in which it is impaneled, charging that a person therein named has done some act, or been guilty of some omission, which, by law, is a public offense, punishable on indictment.

Civil Process Service - Terms Commonly Used.

12.	Injunction -	A prohibitive writ issued by a court of equity, at the suit of a party complainant, directed to a party defendant in the action, or to a party made a defendant for that purpose, forbidding the latter to do some act, or to permit his servants or agents to do some act, which he is threatening or attempting to commit, or restraining him in the continuance thereof, such act being unjust and inequitable, injurious to the plaintiff, and not such as can be adequately redressed by an action at law.
13.	Mandamus -	We command. This is the name of a writ which issues from a court of superior jurisdiction, and is directed to a private or municipal corporation, or any of its officers, or to an executive, administrative or judicial officer, or to an inferior court, commanding the performance of a particular act therein specified, and belonging to his or their public, official, or ministerial duty, or directing the restoration of the complainant to rights or privileges of which he has been illegally deprived.
14.	Personal service -	Personal service of a writ or notice is made by delivering it to the person named, in person, or handing him a copy and informing him of the nature and terms of the original.
15.	Plaintiff -	a person who brings an action: the party who complains or sues in a personal action and is so named on the record.

APPENDIX M

Civil Process Service - Terms Commonly Used.

16.	Praecipe -	An original writ, drawn up in the alternative, commanding the defendant to do the thing required, or show the reason why he had not done it. Also an order, written out and signed, addressed to the clerk of a court, and requesting him to issue a particular writ.
17.	Replevin -	A personal action from a delict, tort, fault, crime or misfeasance brought to recover possession of goods unlawfully taken.
18.	Residential Service -	leaving the writ or notice at the usual residence of the person named therein only after diligent effort has been put forth to establish that the person named therein does actually reside at the residence.
19.	Rule to Show Cause -	A rule commanding the party to appear and show cause why he should not be compelled to do the act required, or why the object of the rule should not be enforced.
20.	Subpoena -	The process by which the attendance of a witness is required is called a "subpoena." It is a writ or order directed to a person, and requiring his attendance at a particular time and place to testify as a witness.
21.	Summons -	A writ, directed to the sheriff or other proper officer, requiring him to notify the person named that an action has been commenced against him in the court whence the writ issues, and that he is required to appear, on a day named, and answer the complaint in such action.

APPENDIX M

Civil Process Service - Terms Commonly Used.

22.	Warrant -	1. A writ or precept from a competent authority in pursuance of law, directing the doing of an act, and addressed to an officer or person competent to do the act, and affording him protection from damage, if he does it. 2. Particularly a writ or precept issued by a magistrate, justice, or other competent authority, addressed to a sheriff, constable, or other officer, requiring him to arrest the body of a person therein named, and bring him before the magistrate or court, to answer, or be examined, touching some offense which he is charged with having committed.
23.	Writ -	A precept in writing, couched in the form of a letter, running in the name of the king, president, or state, issuing from a court of justice, and sealed with its seal, addressed to a sheriff or other officer of the law, or directly to the person whose action the court desires to command, either as the commencement of a suit or other proceeding or as incidental to its progress, and requiring the performance of a specified act, or giving authority and commission to have it done.

(Courtesy of West Publishing Company, Black's Law Dictionary)

APPENDIX N

POTENTIAL SOURCES FOR PREPARED CRIME PREVENTION MATERIALS

This is not a comprehensive list of all available sources. It should be borne in mind that this also provides a guide to sources of information and safety materials.

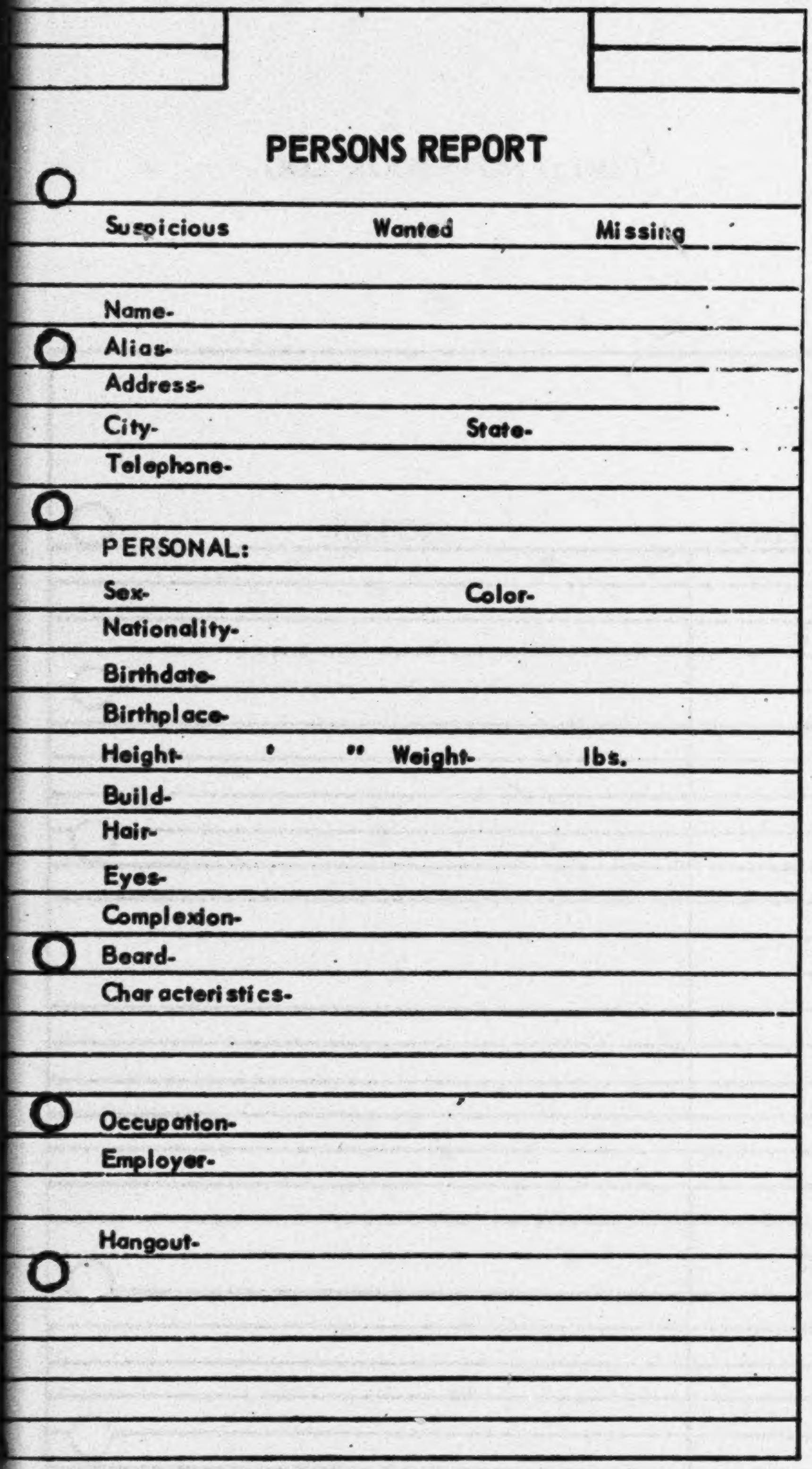
Automobile Club
Bankers Association
Better Business Bureau
Chamber of Commerce
Civil Defense
Federal Bureau of Investigation
Federal Post Office Department
Federal-State-Local Departments of Health
Federal Treasury Department
Insurance Companies
National Auto Theft Bureau
National Safety Council
Police and Sheriffs Departments
Publishers - Newspaper and others
State Bureau of Motor Vehicles
State Department of Agriculture
State Department of Commerce
State and Federal Narcotics Bureau
State Fire Marshal
State Highway Department
State Department of Liquor Control
State Department of Natural Resources
Telephone Company
Utilities

APPENDIX O

SUGGESTED LIST OF CRIMES FOR WHICH PREVENTION SHOULD BE LEARNED AND ADVOCATED

This is not an exhaustive list but rather one that includes those crimes usually occurring most often. You may add your list to these.

Auto Theft
Bogus Check
Burglary
Child Molestation
Confidence Rackets
Counterfeit Money
Employee Theft
Larceny
Robbery
Shoplifting
Till-tapping



PERSONS REPORT

Suspicious Wanted Missing

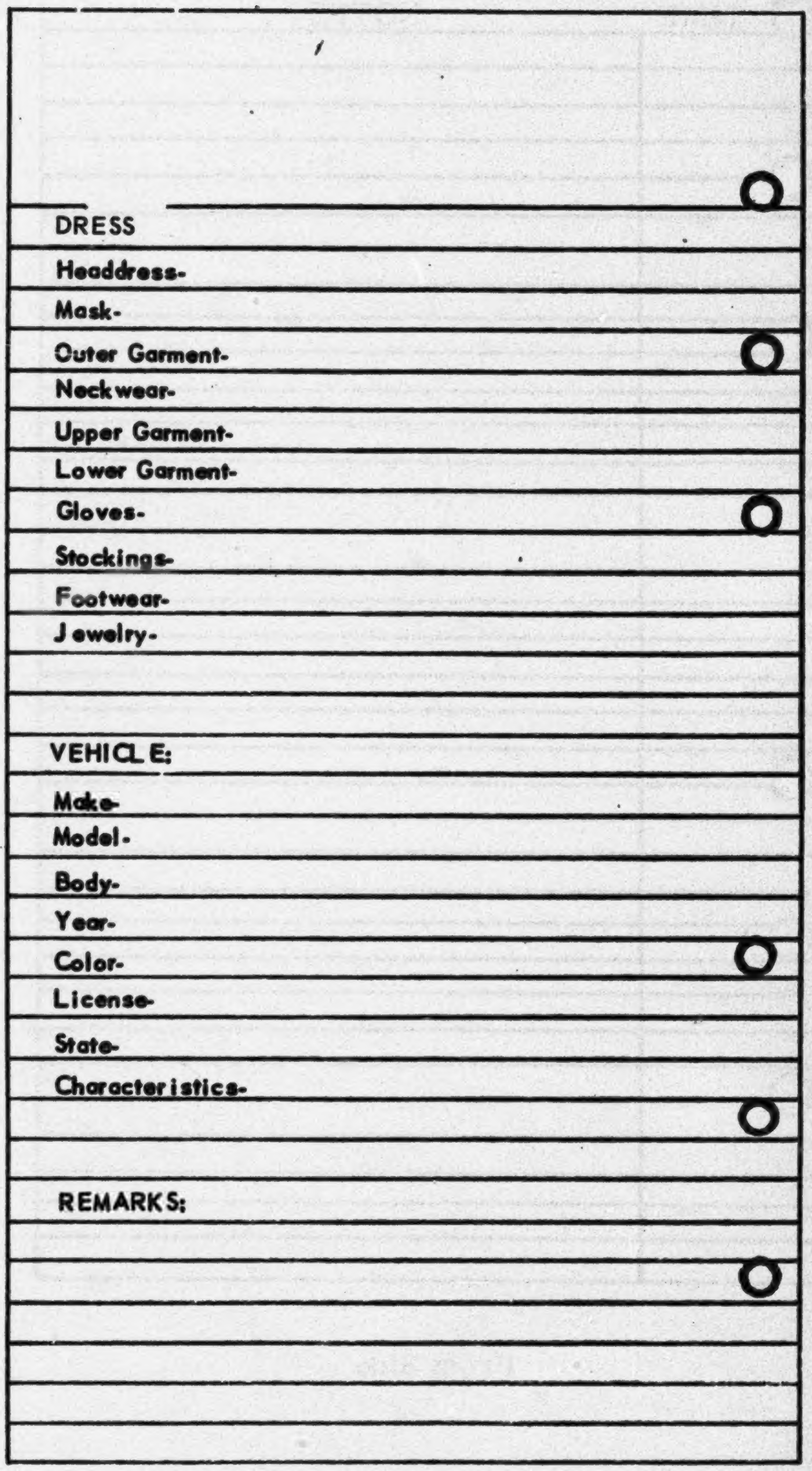
Name-
Alias-
Address-
City- State-
Telephone-

PERSONAL:
Sex- Color-
Nationality-
Birthdate-
Birthplace-
Height- ' " Weight- lbs.
Build-
Hair-
Eyes-
Complexion-
Beard-
Characteristics-

Occupation-
Employer-

Hangout-

Front Side



DRESS
Headdress-
Mask-
Outer Garment-
Neckwear-
Upper Garment-
Lower Garment-
Gloves-
Stockings-
Footwear-
Jewelry-

VEHICLE:
Make-
Model-
Body-
Year-
Color-
License-
State-
Characteristics-

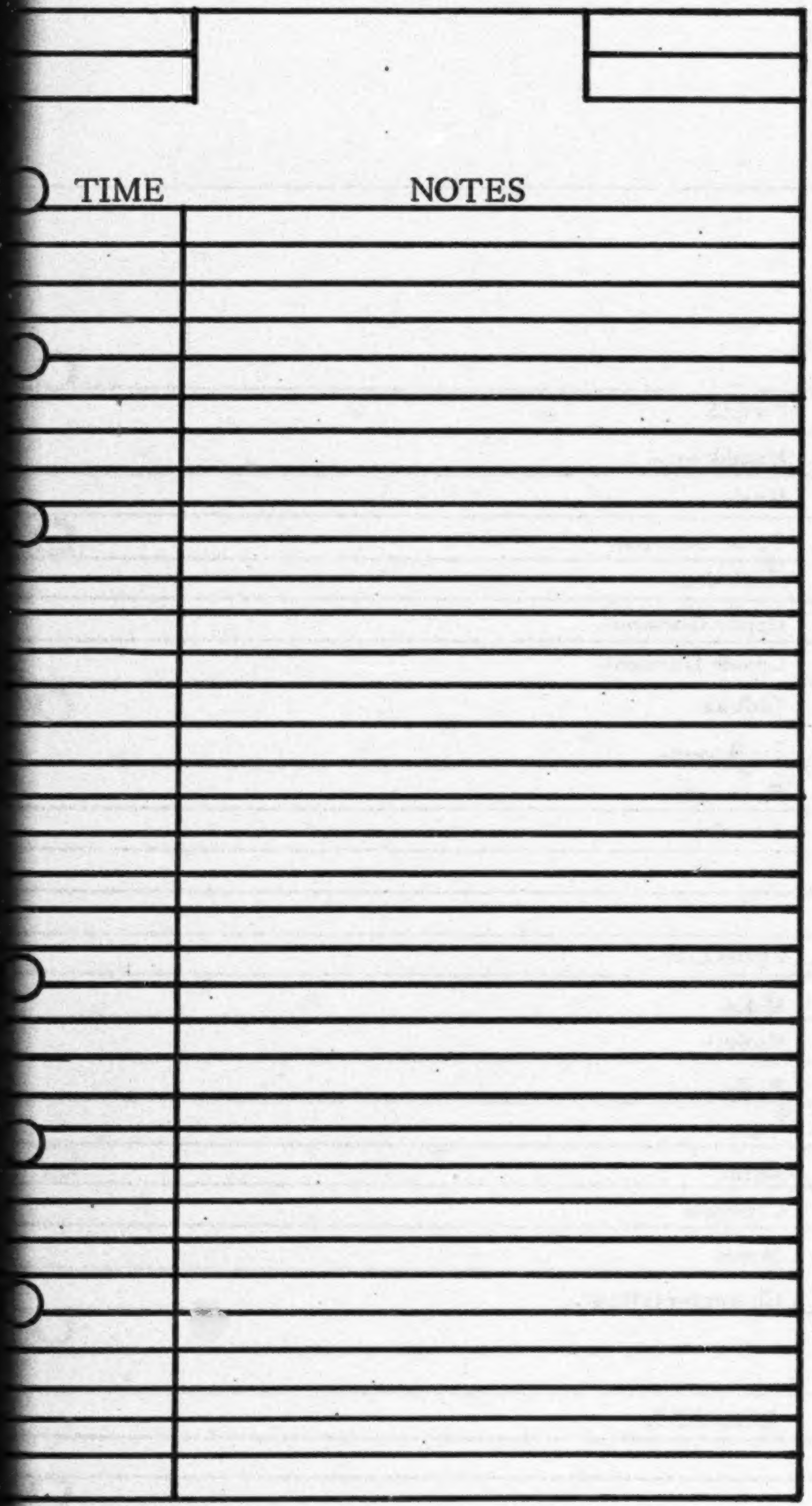
REMARKS:

Back Side

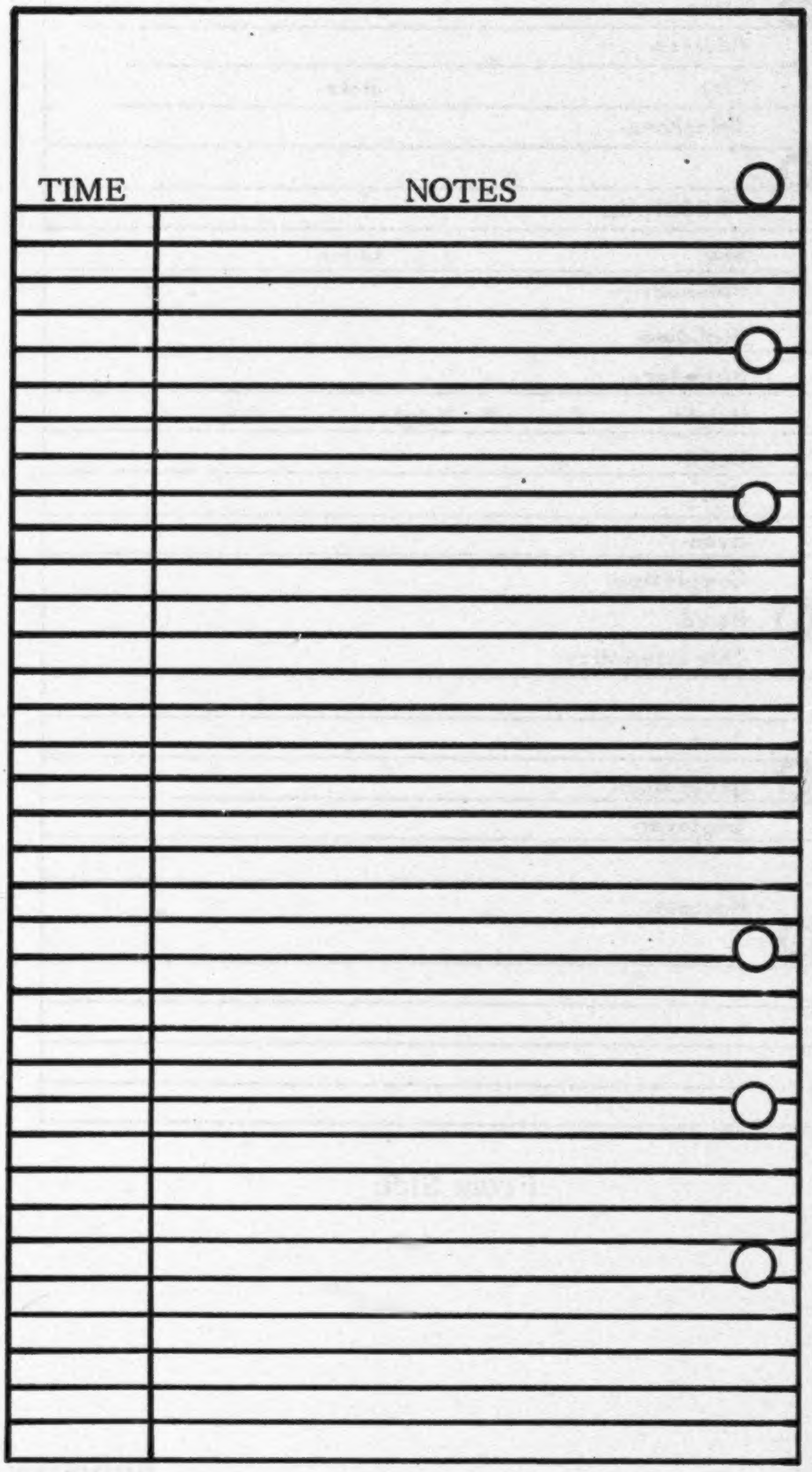
PERSONS REPORT

APPENDIX Q

FIELD NOTEBOOK LOG



Front Side



Back Side

APPENDIX R

(FRONT)

REPORT OF DEATH

○ Natural Accidental Suicide Homicide
Name:
Alias:
○ Address:
City: State:
PERSONAL:
Sex: Color:
○ Nationality:
Birth Date:
Birth Place:
Height: ' " Weight:
Build:
Hair:
Eyes:
Complexion:
Beard:
Characteristics:
○
Occupation:
Employer:
Dress:
○ Headdress:
Outer Garments:
○
Upper Garments:

(BACK)

Lower Garments ○
Neckwear: ○
Gloves:
Stockings:
Footwear:
Jewelry: ○
Personal Belongings:
Coroner or Doctor:
Ruling of Cause of Death: ○
Circumstances: ○
○

REPORT OF DEATH

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